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ABSTRACT

Designed to train consultants to apply differential diagnostic techniques and intervention strategies in helping a client system move through phases of an improvement effort, this manual provides and outlines the steps necessary to accomplish this goal. A differential diagnostic matrix for diagnosing problems in human systems is introduced. The consultant will be trained to form a temporary relationship with the client system to add, or strenghten, a function needed to realize a value or to attain a goal. The training is planned for 9 full days and is divided into 3 separate sections. This program includes the following topics: introduction to skills, team building, improving communications, goal setting, diagnosing problems, identification and utilization of resources, and skill training for groups. Activities, worksheets and references are included in the manual. (LMS)

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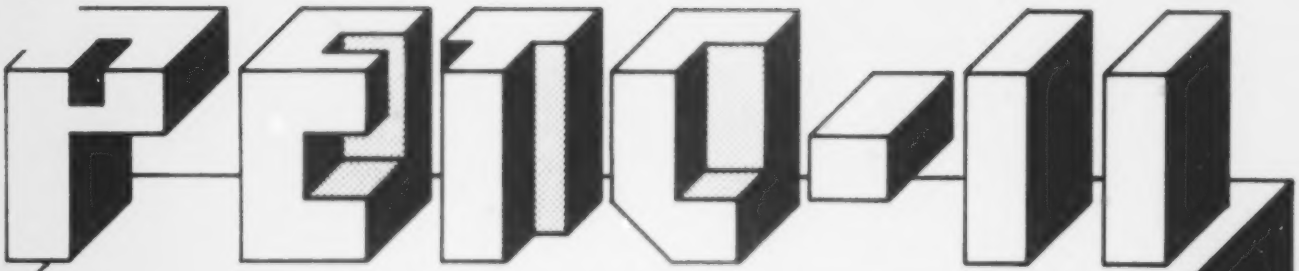

Preparing Educational Training Consultants: Consulting

Instructional Strategies

EA 020 403

René F. Pino
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PREPARING EDUCATIONAL TRAINING CONSULTANTS

PETC-II: Consulting

Instructional Strategies

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Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204

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Ruth P. Emory

René F. Pino

INTRODUCTION

This section is written for the installers, the persons who arrange for the *PETC-II* training; for senior trainers, those who conduct the training for trainees of *PETC-II*. It includes information about qualifications of the trainees, the training design, criteria for client systems in the *PETC-II* practicum, procedures to follow in securing client systems and guidelines for setting up the training.

PETC-II: Consulting is the second unit of *Preparing Educational Training Consultants*, a training system developed by Improving Teaching Competencies Program of Northwest Regional Educational Laboratory (NWREL). Potential participants must meet the following prerequisites to this training: completion of *PETC-I: Skills Training* and participation in the following NWREL programs: *Research Utilizing Problem Solving (RUPS)*, *Interpersonal Communications (IPC)* and *Interpersonal Influence (INF)*.

PETC-II Training Time Requirements

PETC-II training requires a total of nine days divided into three parts. The nine days can be successive or they can be arranged in three-day segments, each segment separated by a week.

The first part is a three-day schedule and includes morning, afternoon and evening meetings. A typical time schedule would be 9 am to 12 noon, 1 pm to 5 pm, and 7 pm to 9 pm.

The schedule for the second three-days depends on the availability of the client systems. Each team of consultants works with their clients at the time agreed upon with the client systems. Some client systems can only be available half days, either mornings or afternoons, others can

only meet evenings. The consultants are responsible for scheduling a minimum of nine hours of consulting with their clients' systems and twelve to fifteen hours for debriefing, critiquing and team planning during these three days. During this part of the training, the senior trainers schedule meetings with the consulting teams for debriefing and training purposes.

The third part, also three days in length, is scheduled from 8:30 am to 12 noon, 1 pm to 5 pm and 7 pm to 9 pm the first day. The schedule for the last two days is from 8:30 am to 12 noon and 1 pm to 5 pm.

Training Design

The training design for the first part of *PETC-II* comprises theory presentation, practice through simulation and planning to meet with a client system.

The next part of *PETC-II* provides the practicum for the instructional system. During this time teams of consultants work with the client systems to which they have been assigned.

During the last three days the consultants evaluate their consulting experience and participate in retrieval of resources for consulting.

PETC-II Requirements

In order for *PETC-II* to be implemented, certain requirements must be met:

Trainees must be aware of and agree to full-time participation in the entire design.

1. Full-time attendance for nine days as determined by the schedule
2. Membership on a team assigned to a client system
3. Consultation at client's convenience for nine hours during the second part of training as well as twelve to fifteen hours of debriefing and planning sessions with team and participation in debriefing and planning periods with senior trainers

x

Client systems must be secured by the installer six weeks prior to the start of the training sessions.

Expectations

Great care needs to be taken so that client systems secured for the *PETC-II* practicum know what is expected of them during the three days of the practicum.

Who Is The Client System. The client system is a small task-oriented group which needs and is willing to accept short-term help in achieving an objective. The *PETC-II* trainees will have nine hours of time to offer.

These small groups may be committees or task groups, for example, a subject matter committee, a school curriculum committee, a special program task group, a planning group, a fact finding committee, an ad hoc faculty group, a department heads council. The client systems should be recruited from educational agencies (school building, district, state department, higher education) if at all possible.

What The Client System Can Expect. Clients may expect help from a consultant team of two or three persons. These persons are experienced in education; have problem solving, communications, interpersonal influence and consulting skills; and are committed to being helpful. The consultant team is able to be helpful with:

Group process skills such as improved communication, better decision making, goal setting, identifying and diagnosing problems

Techniques for identifying, retrieving and utilizing resources

Assessment and diagnosis of skill needs of the client system and providing training to increase those skills

The client system can expect the consultant team to work with it for a total of nine hours at times and in places the client and consultant work out together.

What Not To Expect of the Consultant Team. There are some things which are not appropriate to expect of the consultants, given time constraints and the nature of the training. Clients can not expect the consultants to solve their problems. They will involve the client in problem identification, clarification and analysis of possible solutions. Clients can not expect the consultants to work on organizational issues. *PETC-II* consultants will be prepared to deal with process issues of groups within the organization in the limited time of a temporary relationship.

Arrangements for *PETC-II* Training

The installer of *PETC-II* training must do four things. They are--recruite trainees, secure client systems, communicate with members of client systems, arrange for training facilities.

Recruiting Trainees. The participant population is determined by inviting those qualified (prerequisite participation in *RUPS, IPC, INF* and *PETC-I*) and by requesting them to sign a registration form which contains all the information to which they must agree. (See page 8)

Guidelines for Securing Client Systems. Send a memo to each potential client system which explains the program and describes what is meant by "client system" as well as what can be expected by those people in the client system.

Arrange for a meeting with a representative of each potential client system. The meeting should, if at all possible, be with all potential client systems at once. The meeting should be conducted by the installer and senior trainers. During the meeting the following agenda should be considered.

1. Brief statement about the *PETC* program
2. Statement of rationale for the practicum

3. Discussion of *PETC-II* requirements for client system, including what the client system can expect to happen, amount of time available, how contact with consultants is to be made

4. Establishment of agreements with client system
   - Secure client system(s)
   - Provide name and phone number of a contact person in client system to be interviewed by phone during the consultant team's planning time (the day before the practicum starts)
   - Set time and place for the consultation (this could, if necessary, be arranged in the phone conversation between the consultants and the contact person)
   - Provide feedback data about consulting experience to consultants

A Message to Client Systems. It is extremely important that the members of the client system be given the opportunity to get information about the arrival of the *PETC-II* consultant team, what they can and cannot expect.

Once the client systems have been established and agreement reached through a person representing each client system or through a person speaking on behalf of each client system, a message should be prepared by the installer of the training and sent to each person in each of the client systems recruited. The following items should be included and rewritten in the message to be relevant to the particular training situation.

1. The team of consultants coming to spend time with you during three days (indicate dates and hour agreed upon) are completing training provided by the Northwest Regional Fducational Laboratory of Portland, Oregon. They are participating in a program entitled, *Preparing Educational Training Consultants (PETC)*.
2. You can expect the team of consultants to have resources which they are committed to use in helpful ways. For example, they are experienced in education; have problem solving, communications, interpersonal influence and consulting skills.

3. You can expect the consultant team to be able to help with issues like the following:

   Group process skills such as improved communication, better decision making, goal setting, identifying and diagnosing problems
   Techniques for identifying, retrieving and utilizing resources
   Assessment and diagnosis of skill needs of the client system and providing training to increase those skills

4. You can expect the consultant team to work with you for a total of nine hours maximum, at a time and place that you and the consultants agree upon together.

5. It is important that you do not expect the consultant team to solve your problem. They are willing to work with you on problem identification, clarification, analysis and resource utilization as feasible, as well as in the identification of possible solutions.

Provisions For Training Facilities

Two checklists have been provided to assist the installer and senior trainer in making arrangements for the *PETC-II* workshop. A summary list of those items considered essential is provided below.

Rooms. A room large enough to accommodate 12 to 18 persons working in various small groupings for a long period of time. It should be as comfortable as possible. Also necessary are small rooms for trios and/or teams which provide privacy and a low noise level. These rooms will be used for recording reports, for analysis of recorded reports of other teams and for planning.

Furniture

Tables for book displays and materials
Moveable chalk board
Six to eight small tables (card tables)
Comfortable chairs

Materials and Supplies

Senior Trainer Manual
A set of participants' materials for each trainee
Cassette tape recorder for each consulting team (3 persons)
Three blank cassette tapes for each team (60 minutes each)
Books and pamphlets listed in the *PETC-II* bibliography
Notebook binders or Acco fasteners for 1½ inches of paper
Pencils
Newsprint
Masking tape
Felt tip pens
Boxes of No. 8 crayons
Cassette of music for final session

Refreshments

Coffee and tea (include sugar, creamer, spoons, etc.)
Snacks if possible and desirable

REGISTRATION FOR *PETC-II* TRAINING

Name_____ Telephone_____

Street Address_____ School or Agency_____

City_____ State_____ Zip Code_____

Please read the following information carefully. Your signature at the bottom of the next page will indicate that you understand and agree to this information. If it is not possible to make the necessary arrangements for complete agreement, please do not register for this *PETC-II* workshop.

Participation as a trainee in *PETC-II* requires agreement to the following:

Full-Time Attendance

1. Workshop dates_____
2. Workshop location_____
3. Workshop costs_____
4. Workshop schedule

Part I: Three days

9:00 am to 12:00 noon
1:00 pm to 5:00 pm EACH DAY
7:00 pm to 9:00 pm

Part II: Three days

Meet with client system each day for three hours (Time and place to be mutually agreed upon)

Debrief and plan in team each day for four hours

Consultation with trainer by appointment at least once during this period

Part III: Three days

One day 8:30 - 12:00 noon
1:00 - 5:00 pm
7:00 - 9:00 pm

Two days 8:30 - 12:00 noon
1:00 - 5:00 pm

Participate in Total Training Design

Part I: Theory presentation, skill practice, become member of consulting team, participate in making plans to meet a client system

Part II: Participate fully in the practicum for working with a client system, consult with senior trainers, debrief and plan with team

Part III: Evaluation of practicum, integrating learnings

Arrange your personal schedule so there are no other obligations or plans to engage in other activities than the training during the workshop period.

I believe I understand what is expected of me for this *PETC-II* workshop and agree to the above requirements.

_____

Signature

CHECKLIST FOR TRAINERS
OF *PETC-II*

_____ *PETC-II INSTRUCTIONAL STRATEGIES* (1975 Revision)

_____ Meet with cotrainer and discuss how you will work together

_____ Check with installer to be sure all materials have arrived at least one week before workshop

_____ Check with installer regarding facility arrangements (make onsite visit if possible)

The facilities list which follows is considered essential:

Rooms

_____ One room large enough to accommodate 12 to 18 persons working in various small groupings for long periods of time. It should be as comfortable as possible

_____ Small rooms for trios and/or teams which provide privacy and a low noise level. These rooms will be used for recording reports, for analysis of recorded reports of other teams, and for planning

Furniture

_____ Tables for book displays and materials
_____ Moveable chalk board
_____ Six to eight small tables (card tables)
_____ Comfortable chairs

Check on refreshment arrangements with installer (Trainers have the daily responsibility of refreshments if they are not catered.)

Refreshments

_____ Coffee and tea (include sugar, cream, cups, spoons, etc.)
_____ Snacks if possible and desirable

Receive briefing from installer regarding the outcomes of the installation procedures. Discuss client groups with installer.

_____ Recruitment of client groups

_____ Recruitment of trainees

_____ Have trainees had all required prerequisites? *(IPC, RUPS, PETC-I [Parts I and II], INF)*?

_____ Have all trainees signed agreement forms?

_____ Do trainees have any preconceived notions about consulting team formation?

Check all materials thoroughly (this is the trainers' major responsibility, not the installers)

Materials and Supplies

_____ *PETC-II Instructional Strategies* (1975 version)
_____ A set of participants' materials for each trainee
_____ A cassette tape recorder for each consulting team (3 persons)
_____ Three blank cassettes for each team (60 minutes each)
_____ Books and pamphlets listed in the *PETC-II* bibliography
_____ Notebook binders or Acco fasteners (for 1½ inches of paper)
_____ Pencils
_____ Newprint
_____ Masking tape
_____ Felt tip pens
_____ Boxes of No. 8 crayons
_____ Cassette of music for final session
_____ Additional batteries for recorders

_____ Have face-to-face meeting with cotrainer and installer to discuss any final arrangements, concerns, etc.

_____ At the conclusion of workshop, take care of all final checking out of facilities and all materials.

CHECKLIST FOR INSTALLERS
OF PETC-II

The list which follows is considered essential for training facilities.

Rooms

_____ One room large enough to accommodate 12 to 18 persons working in various small groupings for long periods of time. It should be as comfortable as possible

_____ Small rooms for trios and/or teams which provide privacy and a low noise level. These rooms will be used for recording reports, for analysis of recorded reports of other teams and for planning

Furniture

_____ Tables for book displays and materials
_____ Moveable chalk board
_____ Six to eight small tables (card tables)
_____ Comfortable chairs

Recruit trainees who meet the reqirements for participation (12-18):

_____ Have had prerequisites *(IPC, RUPS, PETC-I [Parts I and II], INF)*
_____ Get participant agreement form signed

Secure client systems

_____ Send memo to potential client systems
_____ Meet with a representative of each potential client system
_____ Send message to each person in each of the client systems recruited

Be sure all workshop materials have been delivered at least one week before workshop

Materials and Supplies

_____ *PETC-II Instructional Strategies* (1975 version)
_____ A set of participant materials for each trainee
_____ A cassette tape recorder for each consulting team (3 persons)
_____ Three blank cassettes for each team (60 minutes each)
_____ Books and pamphlets listed in the *PETC-II* bibliography
_____ Notebook binders or Acco fasteners (for 1½ inches of paper)
_____ Pencils
_____ Newsprint
_____ Masking tape
_____ Felt tip pens
_____ Boxes of No. 8 crayons
_____ Cassette of music for final session
_____ Additional batteries for recorders

_____ Check to be sure workshop facilities are appropriate (make onsite visits)

_____ Arrange for workshop refreshments (Check on trainer preference)

Refreshments

_____ Coffee and tea (include sugar, cream, cups, spoons, etc.)
_____ Snacks if possibe and desirable

_____ Arrange a meeting with trainers to brief them on the outcomes of the installation procedures:

Facilities
Materials
Trainee recruitment
Client system recruitment
Refreshment arrangements*

*Trainers have the daily responsibility of refreshments if they are not catered.

INSTRUCTIONAL STRATEGY
SESSION 1: INTRODUCTION TO PETC-II: CONSULTING

Time: 3 hrs 20 min*

Time	Steps	Materials	Directions
		Participant Materials	1. Present housekeeping information if needed. Review agreements and distribute participants' notebooks.
10	1. Introduction to the Session	Paper 1 Newsprint of steps	Ask participants to read Paper 1. Present steps on newsprint and reinforce objectives as needed.
60	2. Find the Consultant Exercise	Paper 2	2. FORM TWO GROUPS of equal size. Refer to Paper 2, Find the Consultant Exercise. Present instructions. Conduct the exercise. Allow 10 to 15 minutes to discuss what consulting is and what a consultant does.
45	3. Identify values	Paper 3 Paper 4	3. Ask trainees to read Paper 3, Identification of Values. Allow 6 minutes for the individual preparation listed in Paper 3. FORM TWO NEW GROUPS, A and B. Announce that each group will have 10 minutes in the center circle to share and discuss reflections on values. Ask them not to discuss the contents of Paper 3 but rather to focus on their own reflections of the questions raised in Item 2, page 7. Assign one observer from the outer circle to each person in the inner circle.

*All times approximate

Time	Steps	Materials	Directions
	3. (continued)		Announce that after each group has taken a turn in the inner circle, pairs will meet for 10 minutes to share results of observations from Paper 4 and to identify and clarify what they value about being a consultant. Post the following schedule: Group A: Inner circle 10 min Group B: Inner circle 10 min Pairs share observation on Paper 4 10 min
5	4. Overview of PETC-II training	Charts Paper 5	4. Refer to Paper 5, Overview of PETC-II Training. Elaborate on the material in Paper 5 by presenting charts outlining the session in each part of the training and a list of PETC-II objectives from Paper 9, page 19. Announce that the formation of permanent team assignments to client systems and information about clients will be given in Sessions 4 and 6. Say that in order to get ready for the formation of permanent teams a system of provisional teams will be used each time a new grouping of trios and pairs is called for. The first provisional team will be formed in Step 6. It is suggested that as each provisional team is formed, members should view that group as a possible permanent team.

Time	Steps	Materials	Directions
5	5. Introduction to the matrices and models of PETC-II	Charts Paper 6 Paper 7 Paper 8	5. Present newsprint charts of the diagnostic and intervention matrices, and the phases of the consultation relationship model. Keep these charts posted during the training. Mention Papers 6, 7 and 8. Explain that these models will be presented again in Session 2 as part of the central ideas in PETC-II. The utilization and application of these models constitute the primary objectives of the training.
70	6. Work with PETC-II central ideas paper	Paper 9 Parts I, II pp. 17-47	6. Take a few minutes to introduce the next activity. Use material in the following instructional supplement to suggest that participants try not to be frustrated by insufficient time to read the paper. Ask trainees to read Paper 9, pages 17-47, using Paper 10 as a reading guide. Instruct them to form their first provisional team of three persons as soon as they finish reading the assignment. Direct trios to work through Paper 10, question by question. Each person should answer a question individually then discuss the answer as a trio. Suggest to participants they use 30 minutes to read individually and 45 minutes to work as trios.

STEP 6: Paper 9, Central Ideas for Consulting, is a long paper. For many trainees the ideas and concepts are new and strange. Even though this paper is read during several steps, for some trainees it appears that not enough time is being allowed.

Introduce Step 6 by acknowledging the possibility that not enough time is allowed for a thorough reading of Paper 9. Encourage them to do it to the best of their ability and explain that there will be many opportunities to review and return to parts of the paper during the entire nine days of training.

Keep close check of the time. Encourage participants to proceed to the open book examination in trios after 20 to 30 minutes of individual reading in pages 16-47.

As you introduce this discussion activity, emphasize that the purpose of the discussion is clarification. Avoid getting caught in answering questions prematurely. Remind trainees that the experience-centered activities to come will provide answers. At this point it is important for the trainer to avoid getting pushed into the role of content expert.

It is possible that some trainees will report feeling overwhelmed or pushed by the amount of material and the lack of time. Acknowledge that this is a fast beginning and that it has been designed as such to help participants become immersed in the role of consultant as quickly as possible.

Explain that the rest of the training will gradually unfold the issues and dimensions of consulting.

AGENDA FOR SESSION 1: Paper 1
INTRODUCTION TO PETC-II Time: 3 hrs 20 min*

Purposes: To assure that participants have a correct expectation concerning the three parts of PETC-II training.

To provide the opportunity for participants to identify their present conceptualization of the role of consultant.

To help them become familiar with the core ideas of PETC-II: Consulting.

Objectives:

1. Given instructions for the exercise, Find the Consultant, each group of six will role play a situation in which a person is the consultant. The observing group will identify the consultant by pointing out evidence of consultant behaviors using self-generated criteria.

2. Given a paper about identification of values and guidelines for identifying values, a set of instructions for a fishbowl procedure and an assignment of a topic for discussion, one group will conduct a leaderless discussion while the second group uses an observation guide. Observations will be reported in pairs.

3. Presented with Paper 9, pages 16-47; an open book examination and charts depicting time schedules; objectives; an overview of the three parts of the training event; matrices and models, trainees will receive the presentation, clarify their expectations about the training and discuss the central ideas of PETC-II.

Steps:

1. Introduction to Session
2. Find the consultant exercise
3. Identify values
4. Overview of PETC-II training
5. Introduction to matrices and models
6. Introduction to basic concepts in PETC-II
7. Small group discussion

*All times approximate

A. Preparation: 20 to 30 minutes

1. Form two groups, A and B.

2. Create a situation for your group to role play. Determine time, place, group, problem, etc. Define roles to be assumed if needed.

3. Select a person within the group to be the consultant. Decide whether the consultant is to be an "insider" or an "outsider."

4. Discuss your ideas of what consulting is and what a consultant does. Use your discussion to produce a list of consultant roles and behaviors. WRITE these on newsprint.

5. Help your "consultant" get into his role by coaching him about the consultant behaviors your group has identified.

B. Role Play: 10 to 20 minutes

6. Post newsprint before role play starts.

7. Group A role plays first for 3-5 minutes while Group B observes and attempts to identify the consultant.

8. As an observer, you should stop the action any time you think you can identify the consultant. Call a meeting of your observer group to see if they agree with you.

   If the observer group agrees with your selection, name the consultant for the total group and report the behaviors observed as evidence. Indicate whether you think the consultant is an "insider" or an "outsider." (Refer to the list your group has produced.)

   If correct, go on to Step 9; if not, continue observing for 3 more minutes.

   If no observer does not call for a group meeting in 3 minutes, the Senior Trainer will call time. If the observers are unable to make an accurate guess at that time, role playing will continue for 3 more minutes. If the observer group is still unable to identify the consultant, the role players will then reveal his identity.

C. Role Play: 10 to 20 minutes

9. Group B role plays. Group A observes and attempts to identify the consultant. Repeat Step 8.

10. At the end of the exercise groups share their lists and briefly discuss what consulting is and what a consultant does.

One of the objectives of this instructional system is for PETC-II consultants to identify their value and ideological base for assuming the consultant role.

Throughout the training experience there will be opportunities for you to explore and clarify your values. Specifically, in Sessions 4, 10 and 11 you will take part in activities which will enable you to study, reflect and discuss your own values as a PETC-II consultant and formulate for yourself your value position as you assume the consultant role.

In a few minutes you will be asked to take part in an exercise which illustrates what we hope will become a norm for this training, namely, the expectation that PETC-II consultants will carry on a continuous effort to identify, explore and clarify their value system.

The exercise which follows consists of a fishbowl discussion. Each group in the fishbowl will have 15 minutes for members to share and discuss their reflections about the following: "What is consulting? What does a consultant do? Why do I want to be a consultant?"

PREPARATION FOR FISHBOWL DISCUSSION

In preparation for the fishbowl discussion spend a few minutes doing the following:

1. Read the definitions and guidelines at the end of this paper.

2. Using these guidelines reflect on the questions:
   What is consulting?
   What does a consultant do?
   Why do I want to be a consultant?

3. Jot down your thoughts, listing things you value about being a consultant.

Definition of Values

Raths, Harmin, and Simon[1] define values as guides to behavior which tend to give direction to life. Rokeach states, "I consider a value to be a type of belief, centrally located within one's total belief system, about how one ought or ought not to behave, or about some end-state of existence worth or not worth attaining."[2]

Criteria for Identifying a Value

Raths, Harmin, and Simon continue their discussion about values by offering a list of processes of valuing as a means to assist the individual in the identification of his values. They see values as based on three processes: choosing, prizing, and acting, and offer the following criteria for defining a value:

Choosing:
1. Freely
2. From alternatives
3. After thoughtful consideration of the consequences of each alternative

Prizing:
4. Cherishing, being happy with the choice
5. Willing to affirm the choice publicly

Acting:
6. Doing something with the choice
7. Repeatedly in some pattern of life

Briefly stated, according to Raths, Harmin, and Simon, unless something satisfies all seven of the above criteria it cannot be called a value. The criteria applied collectively describes the process of valuing.

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[1] Raths, L., M. Harmin and S. Simon. *Values and Teaching*. Columbus, Ohio: Merrill Publishing. 1966, page 27.

[2] Rokeach, M. *Beliefs, Attitudes--Values: A Theory of Organization and Change*. San Francisco: Jossey-Bass. 1968, page 124.

Value Indicators

Sometimes people identify things such as purposes, aspirations, feelings, beliefs, and attitudes as values. Raths and others say that although values may emerge from these things they are not values unless they meet all of the criteria mentioned above. They call things which approach values but do not meet all the criteria value indicators. A long list can be developed. Here are some illustrations:

1. Goals and purposes. Stated goals and purposes give direction to life and are useful. They are potential values. Not every stated purpose is a value.

2. Aspirations. A purpose that is remote in accomplishment frequently points to a possibility of something that is valued.

3. Attitudes. Expressing an attitude may be pointing in the direction of a value. Whether an attitude is a value depends on whether it meets the criteria.

4. Beliefs and convictions. It is easy to construe statements of belief and conviction as values. The statement provides the pointer but the application of the criteria provides the necessary information to know if it is a value.

5. Activities. There is much truth in the saying, "That's what he says, but what does he do?" Not everything we do represents our values, however, one's activities are undertaken for a multiplicity of reasons. We are unable to determine what a person's values are just by observing his action. We have to know if processes of choosing, prizing, and repeated action are present.[3]

[3] Op. Cit., Raths, pages 30-33.

Based on how the individual answers the following questions during the discussion write as many words and phrases as you can which indicate how the person you are observing views consulting.

What is consulting?	What does a consultant do?	Why do I want to be a consultant?

After the two fishbowl discussions the pair partners will meet to share observations and to identify and clarify what they value about being a consultant.

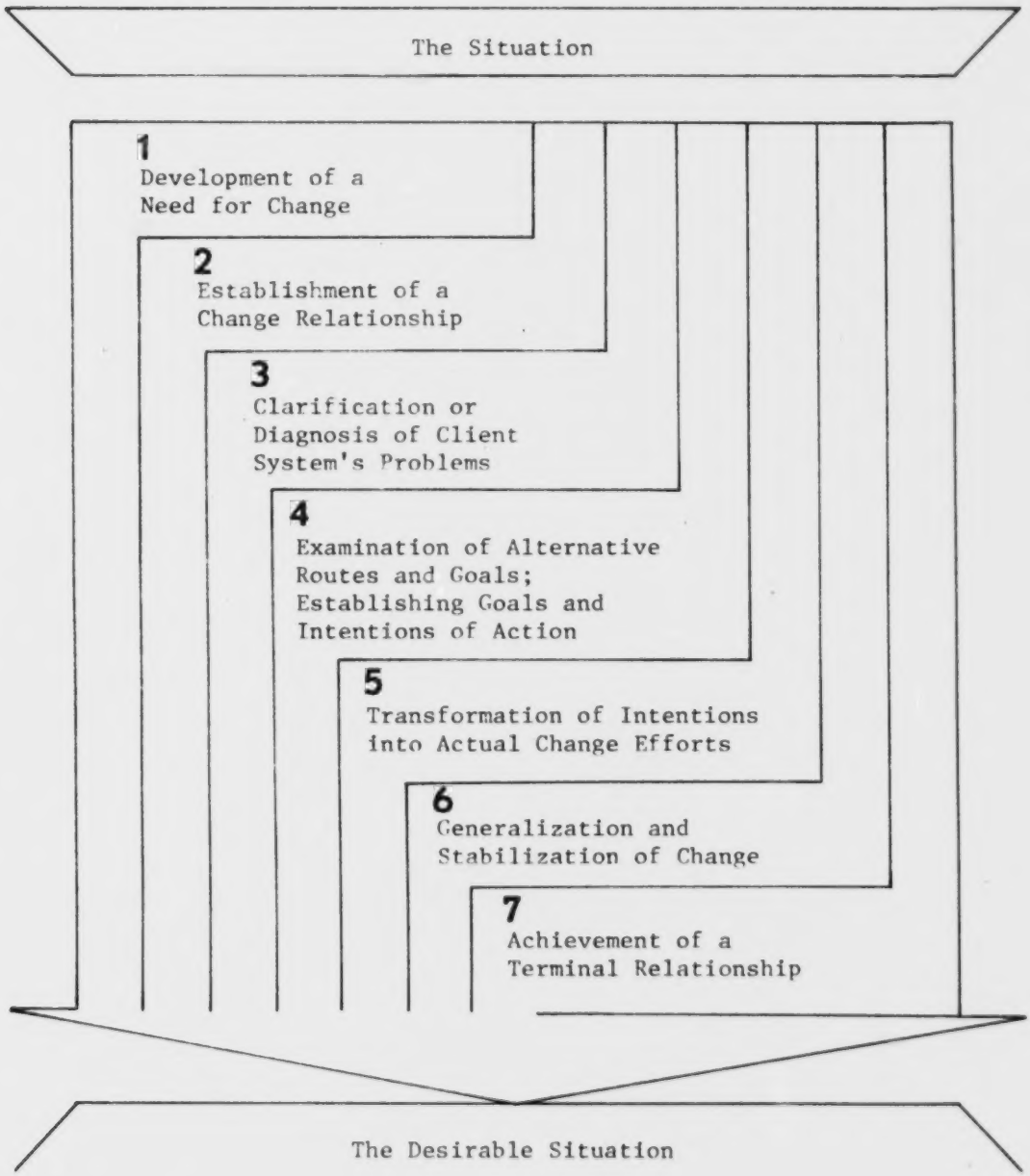
Part 1: Sessions 1 through 6 (3 days)

Part 2: Session 7 (3 days)

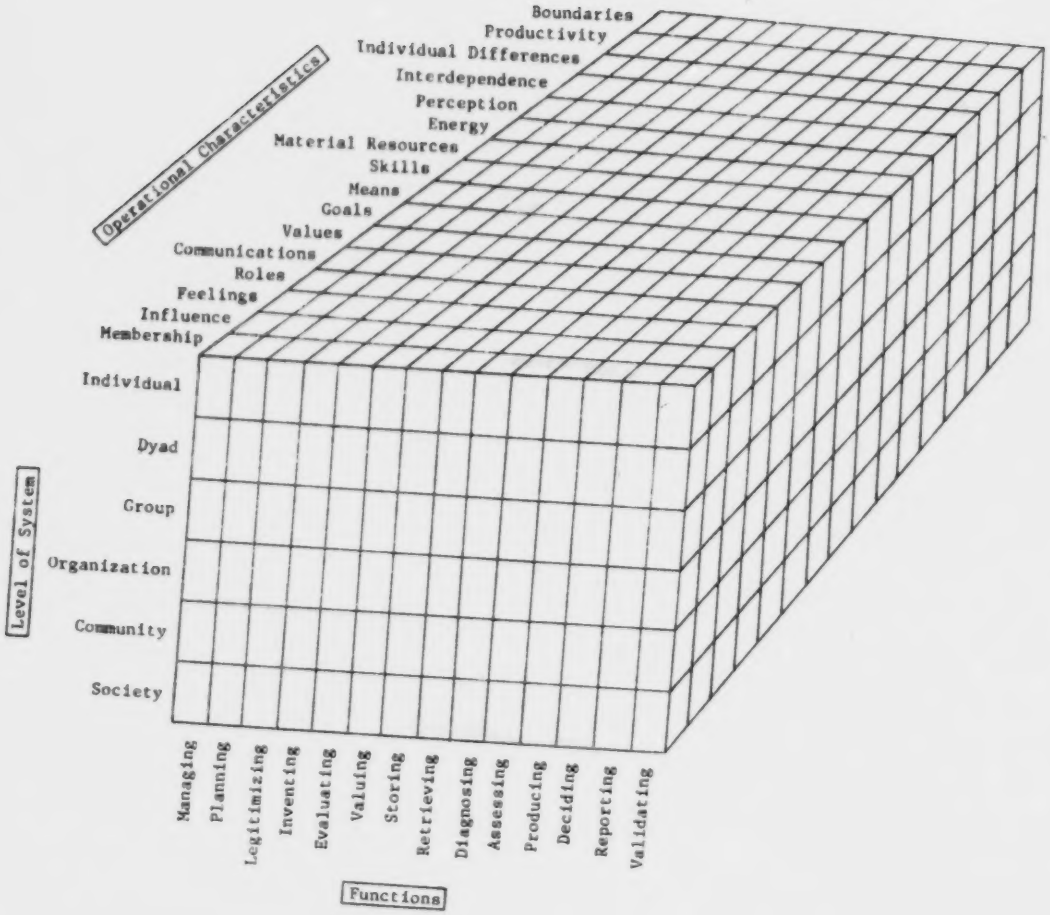
Part 3: Sessions 8 through 10 (3 days)

Session 1 Introduction to PETC-II: Consulting 3 hrs 20 min*	Session 2 Central Ideas for Consulting 5 hrs 25 min	Session 3 Assessing and Diagnosing Consultant Skills 3 hrs 50 min	Session 4 Formation of Teams and Planning Team Consultations 3 hrs 25 min
Session 5 Team Consultations 2 hrs 05 min	Session 6 Entry Issues and Making Plans to Work with Client Systems 8 hrs 20 min	Session 7 Consulting with the Client System 7 hrs daily for 3 days	
Session 8 Evaluation of Consulting Experience 6 to 8 hrs	Session 9 Integrating Learnings, Part I 6 hrs 30 min	Session 10 Integrating Learnings, Part II 5 hrs 15 min	

*All times approximate


The Situation
1
Development of a
Need for Change
2
Establishment of a
Change Relationship
3
Clarification or
Diagnosis of Client
System's Problems
4
Examination of Alternative
Routes and Goals;
Establishing Goals and
Intentions of Action
5
Transformation of Intentions
into Actual Change Efforts
6
Generalization and
Stabilization of Change
7
Achievement of a
Terminal Relationship
The Desirable Situation

DIFFERENTIAL DIAGNOSTIC MATRIX



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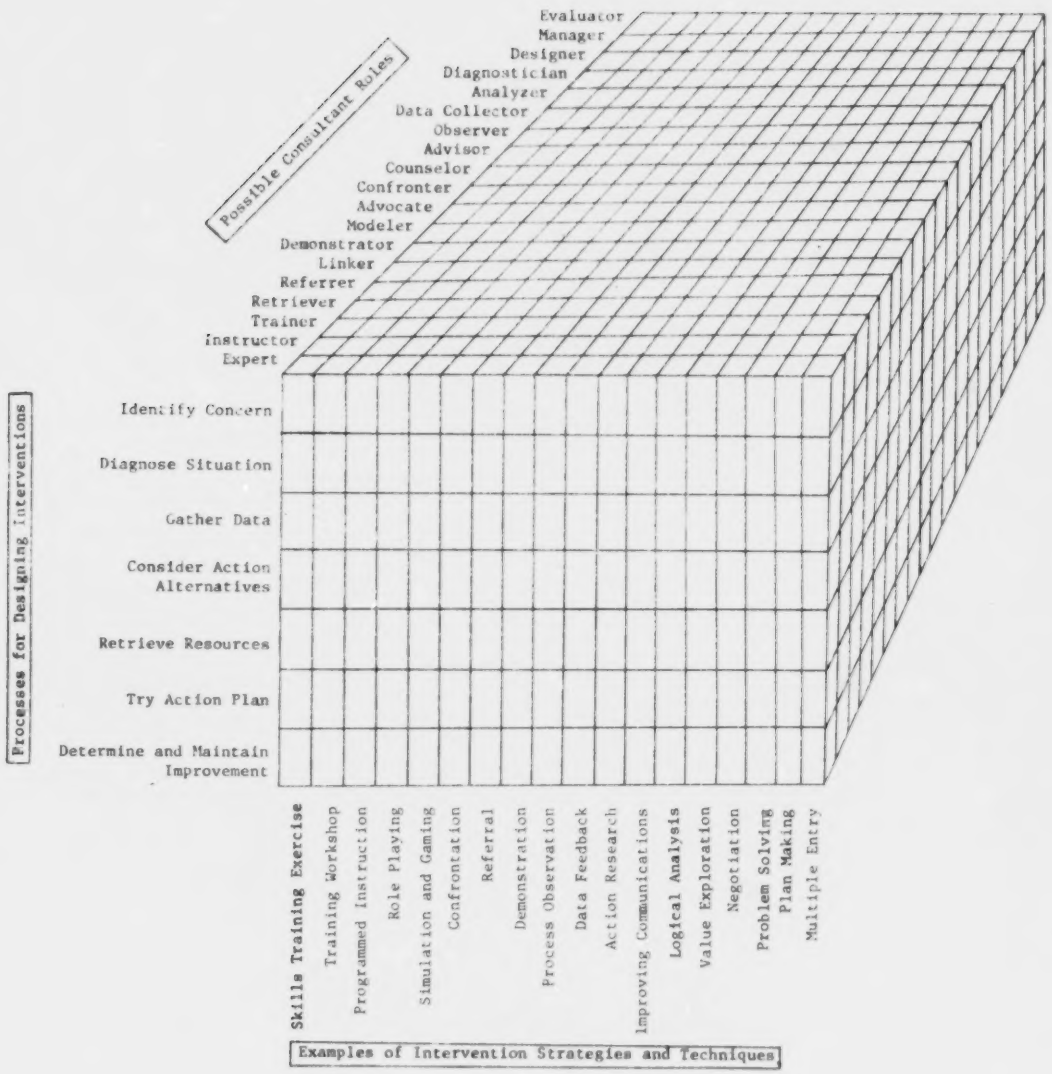
Possible Consultant Roles
Evaluator
Manager
Designer
Diagnostician
Analyzer
Data Collector
Observer
Advisor
Counselor
Confronter
Advocate
Modeler
Demonstrator
Linker
Referrer
Retriever
Trainer
Instructor
Expert
Processes for Designing Interventions
Identify Concern
Diagnose Situation
Gather Data
Consider Action Alternatives
Retrieve Resources
Try Action Plan
Determine and Maintain Improvement
Skills Training Exercise
Training Workshop
Programmed Instruction
Role Playing
Simulation and Gaming
Confrontation
Referral
Demonstration
Process Observation
Data Feedback
Action Research
Improving Communications
Logical Analysis
Value Exploration
Negotiation
Problem Solving
Plan Making
Multiple Entry
Examples of Intervention Strategies and Techniques

CENTRAL IDEAS

FOR CONSULTING

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This document serves several functions in this training. It serves as a source of theoretical information required for understanding what is involved in consultation. It contains an explication of the major diagnostic tools required for engaging in consultation. It includes an organizational perspective the consultant needs to have in mind while doing consulting work. The document, therefore, is designed for continual reference and use.

In beginning *PETC-II: Consulting* it may be helpful to put this unit in context with the other units for Preparing Educational Training Consultants. In *PETC-I: Skills Training* the trainee learned how to involve a group in diagnosing its own work skill needs, how to prescribe skill exercises to strengthen and acquire the skills identified, and how to conduct the skills training exercises. In *PETC-III: Organizational Development* the trainee will learn how to plan and implement a change effort in an organization, or a part of an organization. PETC-II is more than PETC-I and less than PETC-III.

In PETC-II the trainee learns how to establish a <u>temporary</u> relationship with a client, to which he says, in effect, "How can I, given a very short period of time, be helpful to you?" He thus offers more help than prescribing and conducting skills training exercises, while stopping short of addressing himself to organizational issues, even though such issues may affect the client system with which he is working at the moment.

Training in *PETC-II: Consulting* is for giving help to individuals, pairs, and small groups with <u>how</u> they are doing their work, whatever it is. Schein calls this "Process-Consultation" and has this to say

about it: "Process-Consultation is a set of activities on the part of the consultant which help the client to perceive, understand, and act upon process events which occur in the client's environment... (he) seeks to give the client 'insight' into what is going on around him, within him, used between him and other people. The events to be observed and learned from are primarily the various actions which occur in the normal flow of work..."[1]

In PETC-II the expectation is that the consultant will try to provide what is needed in a short-range time frame to help his client to realize a value or to attain a goal. He will not address himself to issues requiring complex or long-range attention. The PETC-II trainee/consultant probably will be working as an external consultant with a client system whose expectation is that help will need to be provided in a very short period of time. On the other hand the PETC-II trainee may, in all probability, later use his training as an internal consultant, so attention will be given to differences and similarities between external and internal consulting.

Although the PETC-II consultant is not expected to address himself to organizational development issues, such issues may be important forces in his consulting work. Therefore, this paper contains the organizational perspective as explained and utilized in PETC-III. Knowing this perspective should enable the consultant to a) identify the organizational issues which affect the client system he works with in PETC-II, b) indicate to his client system that these are issues he is not prepared to address himself to.

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[1]Schein, Edgar H., *Process Consultation*. Reading, Massachusetts: Addison-Wesley. 1969, page 9.

Purposes and Objectives of PETC-II

To prepare educational training consultants to:

Apply differential diagnostic techniques and differential intervention strategies in temporarily helping a client system add, or strengthen, a function to realize a value or attain a goal

Diagnose his own competencies and derive an explicit rationale for assuming the consultant role

In this training, the educational training consultant will:

Apply phases of planned change in working with a client system

Apply a three-dimensional diagnostic matrix to identifying client needs

Apply a three-dimensional intervention matrix to working with the client system to meet a need

Identify his own competencies as related to the cells of the two matrices

Identify his own professional growth needs and goals

Identify his own value and ideological base for assuming the consultant role

Assumptions of the PETC-II Training Design

The emphasis of consultant training is on self-directed learning

Training of consultants will make maximum use of the concept of the helper-helpee behavior in the facilitation of learning how to learn about self and about consultant styles, functions, techniques

Working as a team of consultants will enhance the utilization of the helper-helpee concept for learning how to learn

The instructional system assumes that consultants in training have made significant advances in their cognitive and action skills related to research utilizing problem solving techniques; interpersonal communication skills, group effectiveness functions and behaviors; and skills of diagnosing group needs, selecting, sequencing and conducting skills practice exercises

PETC-II trainees will function as educational training consultants to individuals, groups, staffs, districts, organizations and so forth, *NOT as instructors of PETC-II*

Relationship of PETC-I, PETC-II and PETC-III

Preparing Educational Training Consultants (PETC) is a series of three cumulative and sequential instructional systems as outlined below in Figure 1.

RELATIONSHIP OF THE THREE PETC SYSTEMS

	PETC-I: Skills Training	PETC-II: Consulting	PETC-III: Organizational Development
Usual Client System	Individual or small group	Small group or major subsystem of the organization	The organization (although most of the work may be with a major subsystem)
Assistance for Client	To increase process skills such as goal setting, communicating, influencing or decision making	To move through phases of an improvement effort	To add and maintain improved functional capability To increase those functional capabilities that enable the organization to add new kinds of objectives or use new kinds of resources
Competencies of the PETC Consultant	Diagnosis for, and provision of, group process skills training exercises	Differential diagnosis and intervention to provide added functions in a temporary relationship	Application of diagnostic and intervention techniques to facilitate normative and structural changes in the organization which a) maintain improved functions and b) make its identity and decision-making dynamic in response to social change
Usual Duration of the Client Relationship	A few hours or days	A few days or weeks	Several months to four or five years
Prerequisite Competencies	Trainer Experience In: Action Research, Research Utilizing Problem Solving (RUPS) Interpersonal Communications (IPC)	PETC-I Interpersonal Influence (INF)	PETC-II System Technology Social Conflict and Negotiative Problem Solving

Figure 1

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PETC-I: Skills Training is for diagnosis of *individual and group needs of educators in the area of process skills such as goal setting, communicating, influencing or decision making.* The PETC Skills Trainer has competencies in selecting, adaptively designing, conducting and assessing results of skills training exercises for such needs. This training prepares him to conduct Group Process Skills (GPS) workshops. It does not prepare him to offer other kinds of consultation or training services to a client system.

PETC-II: Consulting is for applying differential diagnostic techniques and differential intervention strategies in *helping a client system move through phases of an improvement effort.* The PETC-II consultant forms a temporary relationship with the client system to add, or strengthen, a function needed to realize a value or attain a goal. The PETC consultant is also involved in continuously rediagnosing his own competencies and deriving his explicit rationale for assuming the consultant role.

PETC-III: Organizational Development trains the consultant to apply further diagnostic and intervention techniques. The goal is to facilitate normative and/or structural changes which *add and maintain improved functional capability of the organization.* Whereas the PETC-II consultant temporarily supports needed functions, the PETC-III organizational developer helps to build them into the system permanently when appropriate and feasible. In addition, PETC-III consultants apply

techniques which increase those functional capacities of the organization to add new kinds of objectives and utilize new kinds of resources.

Prerequisite and Limitations of PETC Training

Participant and trainer experience in two of the instructional systems developed by the Northwest Regional Educational Laboratory (NWREL) are important prerequisites for *PETC-I: Skills Training*. These are *Interpersonal Communications (IPC)* and *Research Utilizing Problem Solving (RUPS)*. Participation in PETC-I and the NWREL system, *Interpersonal Influence* are prerequisites for *PETC-II: Consulting*. Training in system technology is a prerequisite to *PETC-III: Organizational Development*. Also prerequisite to participation in PETC-III is experience in the *Conflict and Negotiations in Education* training system. The three PETC instructional systems must be experienced in order. Each is prerequisite to the next.

The PETC series does not provide training for competencies beyond those specified in the materials. It specifically does not prepare an individual in the competencies of designing or conducting human relations laboratories such as those sponsored by the NTL Institute for Applied Behavioral Science. It does not prepare one as a leader of "T-Groups," "sensitivity" training or "encounter groups." It does not prepare one to conduct any kind of individual or group therapy.

The Theoretical Rationale for PETC

Educators face a critical need for opportunities to understand and acquire skills for managing processes of objectively planned change. Mankind is experiencing an era of unprecedented change described by

one author as our collision with tomorrow.[2] Rapid cultural and technological evolution is creating new problems and potentials in society. Educational systems are in the crossfire of demands to contribute solutions and to take maximal advantage of opportunities while simultaneously being reprimanded as partly responsible for social problems. Educators need support for continuous learning and for creating and operating organizations which are self-renewing.

Bennis, Benne and Chin note that, up until the very recent past, arguments about social change centered on whether or not a change should take place. With acknowledgment of the inevitability of continuous, increasing rates of change, they note that arguments have shifted to the methods by which change should take place. They "observe two idea systems in the contemporary scene that are directly counterposed...." One "stems from the natural-law and 'invisible hand' ideology of laissez-faire doctrine...." The other proposes total control over change as "Marxian analysis, with its emphasis on conflict, inevitable class struggle, and radical intervention--occasionally at the price of human freedom...." Bennis, Benne and Chin see both of these extreme orientations as obsolescent in a world of accelerating changes. They advocate planned change as "the only feasible alternative to these methods; that is, a method which...employs social technology to help solve the problems of men and societies."[3]

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[2]Toffler, Alvin. *Future Shock*. New York: Random House, 1970, cover page.

[3]Bennis, Warren, Kenneth Benne and Robert Chin. *The Planning of Change*. New York: Holt, Rinehart and Winston. 1969, page 2.

Between the extremes of laissez-faire and total control, our understanding of group behavior can be applied to initiating changes, influencing the directions of self-generated changes and coping with a world of inevitable change. This technological, planned change orientation is probably still not advanced enough if the following statements about cultural evolution and current change are valid. In addition to technological mastery over change phenomena, they call for a radically changed orientation in man's understanding of being alive. The switch would be from a static to a dynamic orientation so that our experience is one of living the processes of change!

Past cultures have taken evolutionary strides which yielded major social changes. These evolutionary strides generally involved a new process such as Aristotelian logic, Christian relationships, specialization of economic roles, the scientific method, mass production or computer analysis. These new processes--new ways of doing things and/or viewing the world--lead to social reorganization. Fixed roles and patterns of relating "unfroze"; new processes were incorporated and new roles and patterns of relating were "refrozen" into the new socio-political-economic configurations.[4] The new, relatively fixed patterns then endured until another stage of cultural evolution yielded the next period of unfreezing and refreezing.

Societies in the past have had static, or status quo, orientations. Basic values and underlying dynamics have been open to question at times of culturally induced "unfreezing." New social patterns again

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[4]Lewin, Jurt. "Frontiers in Group Dynamics (1947)" in *Field Theory in Social Science*. D. Cartwright (Ed.) New York: Harper & Brothers. 1951, pages 188-237.

reverted to static orientations. The creative/destructive capacity of man in the current cultural advance has gone too far to revert to a static orientation. The continuous change--or destruction--which this new capacity dictates, makes it clear that things simply can't stay static. The problems and potentials of our newly perceived future can no longer be dealt with by roles, organizations and societies that become fixed for decades or centuries at a time.

The major implication of current change is that we must *move out of this* historical period of "unfreezing" *not into a new static pattern,* but *into a new orientation which is dynamic.* Instead of training for new roles, people must be helped to understand what a role is, how to create roles and how to move in and out of roles. Instead of training people to operate fixed organizations, they must be helped to understand the dynamics of organizations, and how to continuously modify them so as to repeatedly set and gain changing objectives. Instead of learning set patterns of how to relate to each other, we all need to understand the dynamics and behaviors of relating so as to move in and out of relationships rapidly without losing the human meaning of relating. Instead of fixed societies that battle destructively over ideological issues, we need to use our understandings of dynamic processes to create endless cultural alternatives. Instead of accepting social selves that grow topsy-turvy, we can all learn the social-psychological processes of active learning to create ourselves in an individually determined manner.

The way to an orientation which is dynamic lies in gaining usable understandings of processes. Everyone can gain "do it" competencies in processes that are intrapersonal, interpersonal, organizational and

societal. Such processes include the behaviors of active learning, of communicating, of influencing and being influenced, of analyzing and planning in terms of objectives and functions, of dealing with conflict constructively, of negotiating, of contracting and many more. Static orientations of the past have always focused on a product. Man has learned to create many kinds of products with amazing efficiency. But, products are only the means to an end toward the process of living. Cultural progress demands that our focus now be switched to that end. In tomorrow's society, process must be the most important product.[5]

The nature of current cultural and social change is fundamental. The challenge to education is enormous. Much more than a better way to teach the three R's is needed. Whole new areas of curriculum and kinds of learning experiences are required. Vastly more complex ways of organizing learning resources and managing learning systems are necessary. Most importantly, more effective processes must be found for identifying needs and achieving goals. Urgently needed are objective processes of planned change for educational improvement.

The instructional systems developed by the Laboratory (*Interpersonal Communications*, *Research Utilizing Problem Solving* and *Systems Approach for Education*) illustrate some of the processes currently most needed by educators. The series for Preparing Educational Training Consultants represents a higher level of training. It provides the basic competencies for assisting educators in identifying and meeting their process training needs. While some of the movement toward a more dynamic

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[5]Rhodes, L. "Linkage Strategies for Change: Process May Be the Product." Phi Delta Kappan. 2(4): 204-207; December 1969.

orientation needs to occur at the level of growth within individuals, recent theory and research[6] make clear the importance of growth at the level of the organization as a human system.

When Does Change in Education Constitute Improvement?

The cultural-historical perspective is necessary in considering the question of when change constitutes improvement. It helps identify criteria from three different domains in considering whether a particular change is moving toward a desired state. These domains can be thought of as *technical*, *theoretical* and *philosophical*. Criteria for the *technical* domain ask whether a desired objective is, according to its operational definition, being achieved. Criteria for the *theoretical* domain ask whether achieving that objective has the effects--and/or side effects--that were expected and desired as the effort contributes to an increasingly generalizable understanding of the action setting. Criteria for the *philosophical* domain ask whether the objectives and their effects, once achieved, are really what is desired.

Some illustrations can demonstrate the importance of applying all three domains. Behavioral objectives can be written and assessment techniques created to determine whether a "desired objective" is being met for getting Aleut Indian children in Alaska to read English. If the children can read English, such a change is an improvement in the *technical* domain. This objective may have been set because of a

[6] Schmuck, Richard and Matthew Miles. *Organization Development in Schools*. Palo Alto, California: National Press. 1971.

belief in the *theoretical* domain that the effect of their learning to read English would eventually lead the children to cities and industrial employment. Industrial employment could lead to a higher material standard of living and a life style more similar to the majority of middle-class Americans. If this proved true, it would be possible again to feel that improvement had occurred. The effects of achieving the goal were as expected and desired. If, on the other hand, these new readers of English found they still could not gain employment after having come to the cities--if they only became more aware of inequities in the circumstances of their lives as American Indians--the change might not be called an improvement.

Even if things go well in terms of effects, the philosophical criteria must still be applied. What quality of life, or what features of a style of life, are achieved by the change? Once experienced, does the life of a middle-class, urban, industrial worker provide the kind of life which is an improvement over life in a native, Alaskan village? Criteria in this domain involve values and concepts of social utility which can't be determined on a theoretical, empirical basis.

Education is under growing pressure to become more thoughtful and explicit in providing criteria for improvement as viewed from all three domains. The technicians are demanding operationally defined behavioral objectives and assessment techniques to assure that goals are being met. The scientifically oriented theoreticians are demanding the demonstration of cause and effect, seen most dramatically in the new cries for accountability. Students and many minority groups of our society are raising philosophical issues in demanding relevance and

the mastery of creative inquiry processes that promote the growth of pluralistic alternatives.

Determining and planning needed changes in education must take all three domains of improvement criteria into account. The major implication here is not to oversimplify the concept of educational change as involving only the specification of objectives and plans for achieving them. It also must include processes for determining what the goals *should be* including exploration of values and assumptions about the true desirability of those goals sought and achieved.

The Consultant's Purpose

The consultant's purpose is defined in PETC-II as forming a temporary relationship with a client system to add, or strengthen, a function needed to realize a value or attain a goal. The consultant does not function *for* the client system to solve its problem. He works *with* the client system *through a sequence of phases* during which he helps bring about interventions which *supplement its functioning* so that it can *solve its own problem*. "Problem" means the momentary need of the system to achieve some improvement.

In the next section of this paper the three major tools to be utilized by the consultant are introduced. The model for Phases of the Consulting Relationship is the general framework which guides the consultant in an improvement effort.

As PETC-II consultants work to achieve their purpose of supplementing or providing a function so their client can solve a problem, they will plan their work within this framework of steps to be achieved. Due to the short period of time available to consultants and client systems,

it is probable that not all the phases will be experienced. For example, during the recruiting of a client system some work may have been done in the development of a need for change and the initial statement of problem (Phases 1 and 3). In addition, the client system will be expecting a consultant (Phase 2). It may be that by the time necessary additional work on these phases has been done, the most help the consultant can provide will be a diagnosis of the problem and an examination of alternative ways for its solution (Phases 3 and 4).

Even though the time constraints placed on the practicum may preclude an actual experience of all the Phases of the Consulting Relationship it is important for the consultant a) to be able to identify what he was able to accomplish, and b) to know the model well enough to be able to use it in consulting work after his PETC-II training is complete.

In PETC-III the same model is utilized in an organizational development project. This project, however, is of sufficient length to actually experience all the phases of consultation.

The same thing can be said for the Differential Diagnostic Matrix and the Differential Intervention Matrix. Time constraints in the PETC-II practicum do not make it possible for the consultant to experience in full and in depth what he is studying. PETC-III practicum experience, with the PETC-III Central Ideas Book, allows for much more experience with consulting tools.

Distinguishing Consulting Issues From Organizational Development Issues

Organizational issues are frequently powerful forces which affect the work of task forces, ad hoc committees and other subsystems within an organization. The PETC-II consultant's work will be more effective

if he can identify those organizational issues. The reason for this is that in PETC-II the consultant needs to focus on his temporary relationship, that is, on his purpose of adding or strengthening a function needed to realize a value or attain a goal. The client system probably will be a small group. His concerns with the client system will be the client's concerns with its own tasks and processes. Concerns the client system may have with other subsystems in the organization or with other levels of human systems (community, society) are not included within the scope of PETC-II training.

It becomes important for the PETC-II consultant to be able to make a distinction between PETC-II issues and organizational issues, which will be the major focus of PETC-III training. Making such distinctions will enable the consultant to report the presence of organizational issues and, if necessary, to say that in this temporary relationship it will not be possible to attend to them. He can also emphasize that an organizational change effort which requires more time is one way to deal with these issues.

A number of kinds of concerns which client systems may identify are listed below. These are organizational in nature and therefore not within the scope of PETC-II work.

> Issues of the structure of the organization; the client system's concerns which arise from the way the organization is structured, e.g., problems with the table of organization, are not within the scope of PETC-II work
>
> Problems with the norms of the whole organization
>
> Concerns which are based on issues between groups in the organization

Problems with the decision-making process when it is outside the control of the particular group the PETC-II consultant is helping

Generally, a "yes" answer to the following questions indicates the problem falls within the scope of PETC-II.

Is the concern within this group and about this group?

Is the concern in this group but not acknowledged?

A "yes" answer to the next set of questions generally indicates the problem is <u>not</u> within the PETC-II scope.

Is the issue a problem for another group in the organization?

Is the issue concerned with the way the organization is structured?

Is the issue based on expectations of members of the entire organization?

In this section of the paper the three major tools of the PETC-II consultant are introduced. The three tools are in the form of theoretical models.

The *Phases of the Consulting Relationship* provides a framework to guide the work of the consultant. It is important to keep in mind that this model is a dynamic model. The consultant needs to remember that all of its seven phases are potentially a source of needed work at any time during the relationship. That is, the consulting work characteristic of each phase can be done in both macro and micro ways. For instance, even though the major piece of work being done may be identifying alternative goals, the need could arise to do a relatively smaller piece of work in maintaining the relationship--or even of terminating the relationship.

The *Differential Diagnostic Matrix* refers primarily to the *client system*. Using this tool, the consultant is able to produce a description of what is happening in the client system.

The identification of the *Level of Human System* to be helped enables the consultant to be "on target" in offering assistance and is useful in guarding against paying attention to inappropriate or irrelevant information.

Functions describe processes vital to the existence of the client system. Without these processes the ability of the system to reach its objectives is impaired or even completely blocked. Different human systems have different essential functions and the consultant identifies them and diagnoses their strength to determine the functional

capacity of the client system. *Function*, which is the vital *process*, needs to be kept distinct from *role*, which describes *behavior*.

Functions are carried out in ways which are characteristic of the client system. In the diagnostic matrix these are referred to as *Operational Characteristics*. Operational characteristics are those peculiar qualities of the *ways* a human system goes about performing its functions which give the system an identity.

The third major tool of the consultant is the Differential Intervention Matrix. This matrix refers primarily to *what the consultant does*. The use of this tool, given information about the client system gained from using the Diagnostic Matrix, helps the consultant plan and implement intervention activities which can be seen by the client system as helpful.

Processes for Designing Interventions serve to guide the consultant in solving the problem of how to construct or select intervention strategies and techniques. It provides a series of basic questions to be answered to increase the chances of making helpful interventions.

Possible Consultant Roles provides a range of behaviors available to the consultant. The consultant makes decisions about which role is appropriate to the work needing to be done with the client at any particular time. The consultant takes many roles during a consultation. Being aware of the role being taken and why it is being taken contributes to greater clarity in the helping relationship.

The dimension, *Examples of Intervention Strategies and Techniques*, illustrates some of the multitude of strategies and techniques which may be employed by the consultant in helping a client system. In addition, consultants undoubtedly develop their own lists. *Strategies*

are the *large*, overall ways in which a change effort is to be carried out. *Techniques* are *specific* ways in which a strategy is implemented. For example, the consultant may decide to provide some assistance to strengthen the "deciding" function of the client system. The overall strategy to reach this goal of improved decision making may be improving communications. Once having selected the overall strategy of improving communication the consultant must still select the particular techniques which, it is assumed, will produce improved communication. The technique could be a communications workshop, or skills training injected in meetings, or using information gathered and reported in fishbowl sessions. There are many more techniques by which the strategy of improving communication can be carried out.

The following sections contain a general description of each of the theoretical models used in PETC-II. In Part III, page 48, a more detailed description of the models will be presented.

A. Phases of the Consulting Relationship

Havelock's extensive review of change models[7] from the literature in many fields, including education, indicates that the Lippitt, Watson and Westley conceptualization of phases for planned change[8] is most inclusive from the perspective of the consultant role. It is adapted and presented in Figure 2 as the basic model for a PETC-II consultant to use in thinking through his work with a client system.

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[7] Havelock, Ronald. *Planning for Innovation.* A Final Report to the U.S. Office of Education. University of Michigan, Ann Arbor: Institute for Social Research. 1969.

[8] Lippitt, Ronald, Jeanne Watson and Bruce Westley. *The Dynamics of Planned Change.* New York: Harcourt, Brace. 1958, pages 129-143.

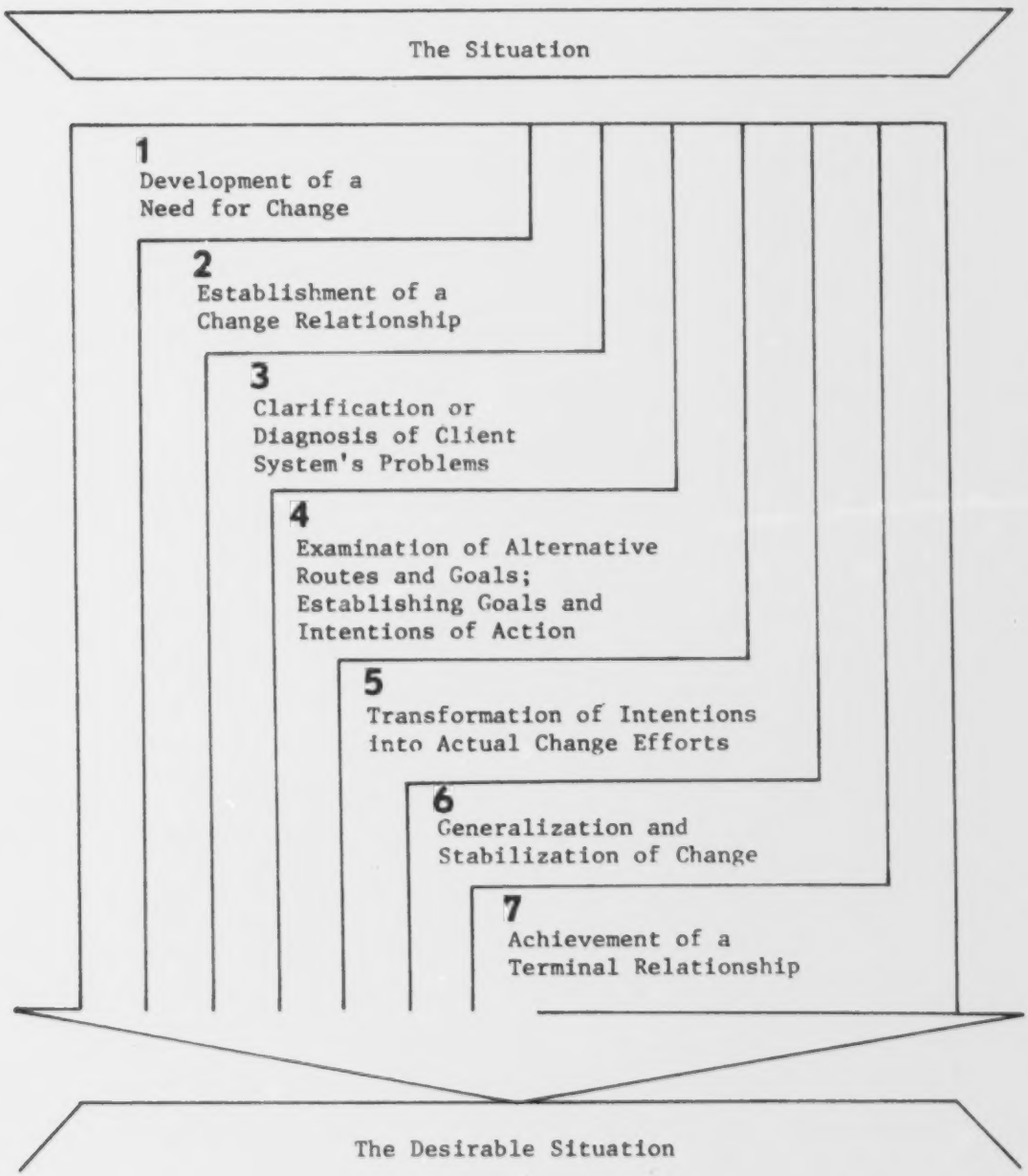
The Situation
1
Development of a
Need for Change
2
Establishment of a
Change Relationship
3
Clarification or
Diagnosis of Client
System's Problems
4
Examination of Alternative
Routes and Goals;
Establishing Goals and
Intentions of Action
5
Transformation of Intentions
into Actual Change Efforts
6
Generalization and
Stabilization of Change
7
Achievement of a
Terminal Relationship
The Desirable Situation

Figure 2

As he moves through these phases with the client, the consultant repeatedly diagnoses the system's needs of the moment and selects interventions which are intended to be helpful. Generally, there is one large-scale, complex need that led to establishing the client-consultant relationship. There may also be an overall, or macro, intervention involved, such as implementation of a new area of curriculum throughout a school district. The phases of the consulting relationship apply to the major need and the macro intervention strategy that covers the duration of the consultant's temporary relationship with the client system. The phases may cover a time span of hours in one situation and months or even years in another. Within these phases, many micro improvement efforts may be conducted. The diagnostic matrix and the intervention matrix which are presented later apply to both the macro need of the overall strategy and the micro needs worked on within each phase. They are applied repeatedly to large and small issues throughout the phases of a consulting relationship.

Phase 1: Development of a Need for Change

Phase 2: Establishment of a Change Relationship

Phase 3: Clarification or Diagnosis of the Client System's Problems

Phase 4: Examination of Alternative Routes and Goals; Establishing Goals and Intentions of Action

Phase 5: Transformation of Intentions into Actual Change Efforts

Phase 6: Generalization and Stabilization of Change

Phase 7: Achievement of a Terminal Relationship

B. A Differential Diagnostic Matrix for Diagnosing Problems in Human Systems

The most important reality about change in education is that it is complex. This stems from the degree to which it involves changing systems that are human. A bolt or even the kind of engine in a car can be changed and the mechanical system doesn't feel it. The industrial organization which, as a system, produced it has no concern with the expectations and attitudes of the product. On the other hand, schools involve people and have an end product of changes in people. The product can and, with increasing frequency, does talk back.

It's all very well to note the importance of recognizing the complexity of change in education. If mankind is to be influenced by educational changes, ways must be found to avoid getting bogged down by this complexity. Analyzing endlessly will be just as problematic as assuming, for example, that all changes are simply a matter of reward. Diagnostic tools are needed to sort out the complexity of any given change situation so that a few, clearly spelled out tasks can be zeroed in on with a reasonable degree of confidence that some critical factor is not being overlooked. A way must be found of differentially *diagnosing* the constraints to be dealt with in human systems as they move through the phases of change. Furthermore, a way of differentially *selecting* intervention strategies is necessary to facilitate improvement in the human systems of education. As a first step, a differential diagnostic matrix is presented as Figure 3.

1. Levels of Human Systems

A system may be diagnostically analyzed as parts which operate individually and in relation to each other to provide functions which

DIFFERENTIAL DIAGNOSTIC MATRIX FOR LOCATING AND DIAGNOSING PROBLEMS IN HUMAN SYSTEMS

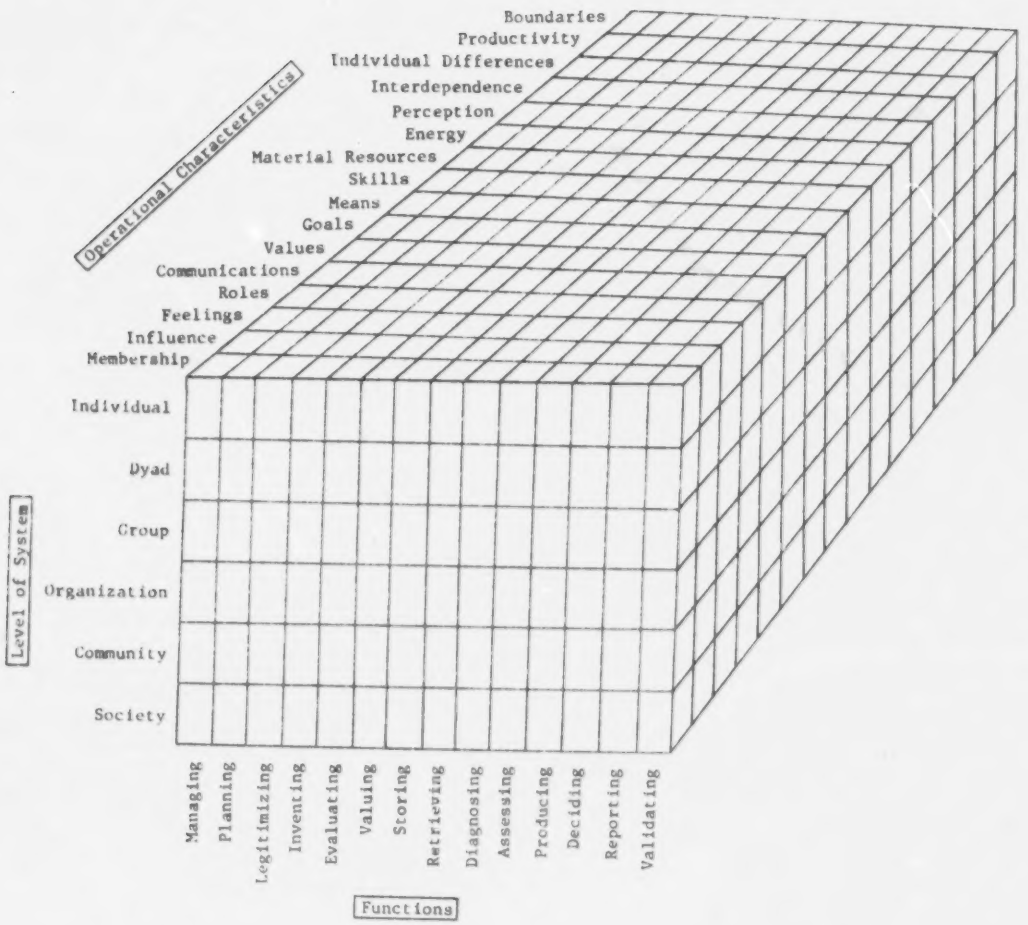

Figure 3

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together achieve the objectives of a particular purpose. Using this definition to include the subparts of a complex human system, such as a school system, each becomes a system in its own right. Human systems are thought of as involving different levels of human phenomena from the following list.

Individual

Dyad (two-person relationship)

Small group

Organization

Community

Society

For each level both intra- and intersystem processes must be assumed. That is, a group has intragroup processes which may be of concern. A group may also be concerned with intergroup processes and issues. Part of the diagnostic task of the educational training consultant is to describe whether issues are *within* the system or *between* systems.

2. Functions of Human Systems

There is a set of similar functions which must be performed in all levels of human systems. These functions enable human systems to realize their values and achieve their objectives. While they are common to all levels, they may be performed using different procedures and involving quite different operational characteristics at the different levels. Major common functions considered include the

following list. This list, of course, can be extended by additions or more detailed subdivisions.

Managing	Retrieving
Planning	Diagnosing
Legitimizing	Assessing
Inventing	Producing
Evaluating	Deciding
Valuing	Reporting
Storing	Validating

3. Operational Characteristics of Human Systems

Every system, whatever level it represents, has its own unique way of operating in carrying out its functions. There are common kinds of operational characteristics and problematic issues which occur in relation to every function and every level of human system. These operational characteristics may contain problematic issues which act as constraints to change efforts aimed at educational improvement. Some of the most important, potentially problematic, operational characteristics are included in the following list.

Membership	Skills
Influence	Material Resources
Feelings	Energy
Roles	Perception
Communications	Interdependence
Values	Individual Differences
Goals	Productivity
Means	Boundaries

When the operational characteristics are considered with the common functions for all levels of human systems, they represent three dimensions which can form a diagnostic matrix for locating where problems are occurring during the phases of a change effort. This differential diagnostic matrix can help the PETC-II consultant isolate factors most worthy of attention among the many complex possibilities of human systems. It can help him to be aware of alternatives and to question the assumptions and biases that can unduly influence where he directs his attention. This differential diagnostic matrix was presented on page 39.

C. A Differential Intervention Matrix for Improving Human Systems

A series of interventions is generally necessary as the consultant and the client system move together through the phases of an improvement effort. The intervention matrix is applied repeatedly to deal with the whole series of interim objectives which must be achieved in order to accomplish the overall goal of the improvement effort. The Differential Intervention Matrix (Figure 4) has three dimensions. Each micro intervention is selected and designed with considerations of its relationship to the macro phases of consulting; the particular strategy and technique that will be used as the intervention; and the role that the change agent will perform in conducting or facilitating this intervention.

1. Processes for Designing Intervention

The processes for designing interventions can easily be confused with the large model of Phases of the Consulting Relationship. The

DIFFERENTIAL INTERVENTION MATRIX

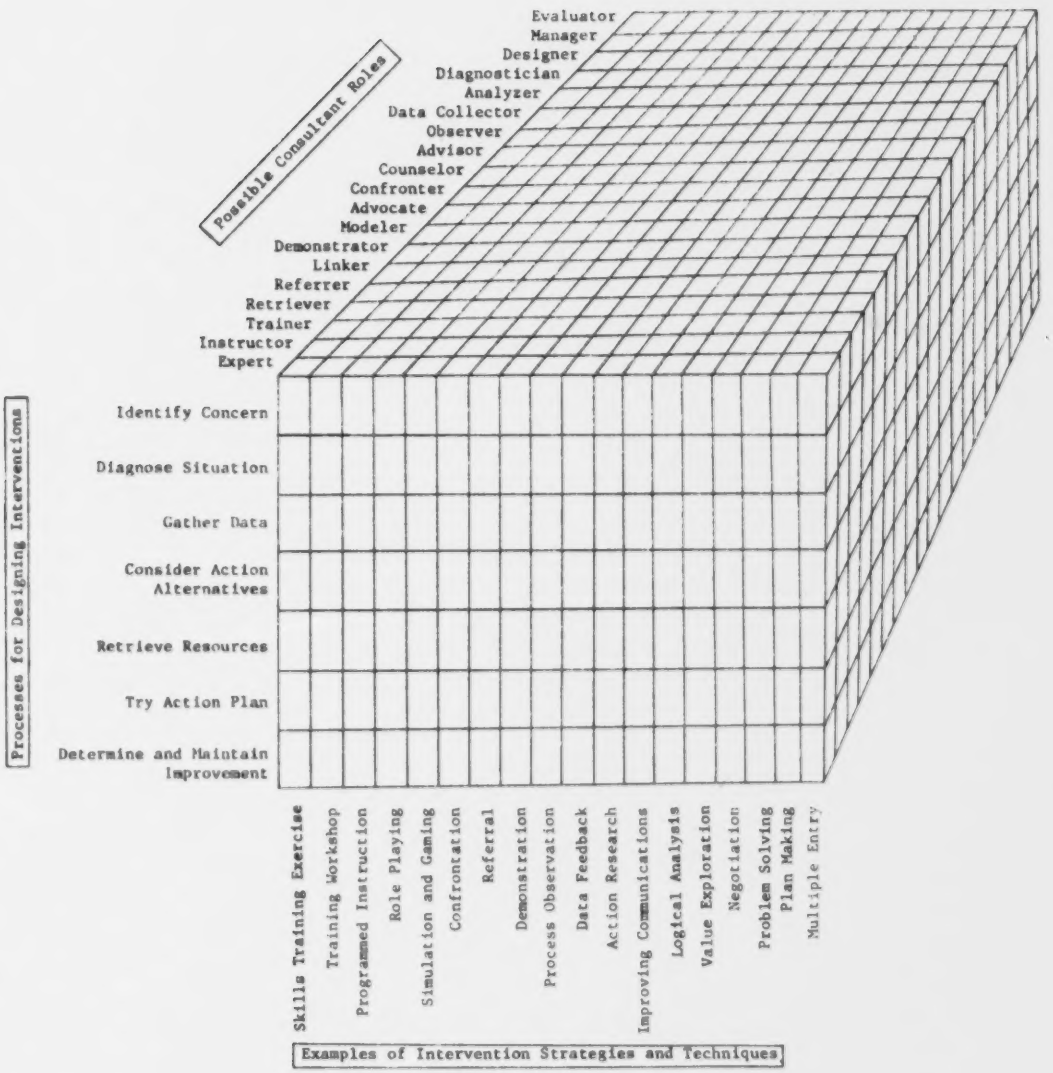

Figure 4

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important concept to understand is that smaller scale, or micro, processes for designing interventions must be carried out within the larger scale, or macro, improvement effort. For example, during the planned change phase of "generalization and stabilization of change," there may be a communications problem affecting the inventing function of a small group. When the consultant designs an intervention in relation to this micro problem of communication, the following design process questions must be answered:

What is needed?

Why are things the way they are?

How do I know?

What can be done?

What resources are there to do it?

What will be tried?

How will sources be determined and maintained?

The stages that these questions refer to are:

Identify Concern

Diagnose Situation

Gather Data

Consider Action Alternatives

Retrieval Resources

Try Action Plan

Determine and Maintain Improvement

2. Examples of Intervention Strategies and Techniques

An intervention strategy is the overall way consultants go about facilitating a change effort for the purpose of improving the way

their client systems function. Improvement may mean helping the client to acquire the function, to strengthen the function and/or to realize greater clarity of why the function is valuable. Intervention techniques are the ways in which the strategies are implemented. The role (behaviors described in the next section) the consultant takes will be determined by the strategies and techniques selected. The strategies and techniques available to consultants are many, largely dependent on the extent of their experience and on their interest in developing additional expertise. The ones listed in the matrix are illustrative of many possibilities which exist.

Skills Training Exercise	Data Feedback
Training Workshop	Action Research
Programmed Instruction	Improving Communications
Role Playing	Logical Analysis
Simulation and Gaming	Values Exploration
Confrontation	Negotiation
Referral	Problem Solving
Demonstration	Plan Making
Process Observation	Multiple Entry

An excellent expansion of the dimension of strategies and techniques is presented by R.G. Havelock along with indications of their relevance and possible risk at different stages of the change process as derived from his review of the literature. For more information on his findings, see *The Change Agent's Guide to Innovation in Education.* Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

3. Possible Roles of the Consultant

"Consultant roles" refer to the range of behaviors of consultants as they implement strategies and techniques. Roles consultants take are determined by their skills and by what is indicated by the strategies and techniques they select for intervening in a client system. For instance, the overall intervention strategy of the consultant may be to provide training. Depending on the techniques selected and/or the skill of the consultant, the following consultant roles may be appropriate: *referrer* to a training workshop, *linker* to a trainer brought in, being the *trainer* in a workshop, *managing* a series of training events conducted by others, *process observer* of the effects of training on the client system, *analyzer* of data concerning effects of training on the client system.

One or more roles may be taken by the consultant to facilitate an improvement effort. The consultant may make role shifts when making micro interventions within the macro phases of the consulting relationship. It is important for the consultant to maintain clarity with the client system about the reasons for switches in role. The client tends to build role expectations of the consultant and sometimes these expectations become a block to the relationship. It may become necessary to secure the assistance of another consultant to provide some needed roles.

The following list of possible roles which appear on this dimension of the Differential Intervention Matrix are illustrative. As with the strategies and techniques, roles available to the consultant depend both on his experience and his interest in gaining additional expertise.

Expert	Counselor
Instructor	Advisor
Trainer	Observer
Retriever	Data Collector
Referrer	Analyzer
Linker	Diagnostician
Demonstrator	Designer
Modeler	Manager
Advocate	Evaluator
Confronter	

PHASES OF THE CONSULTING RELATIONSHIP

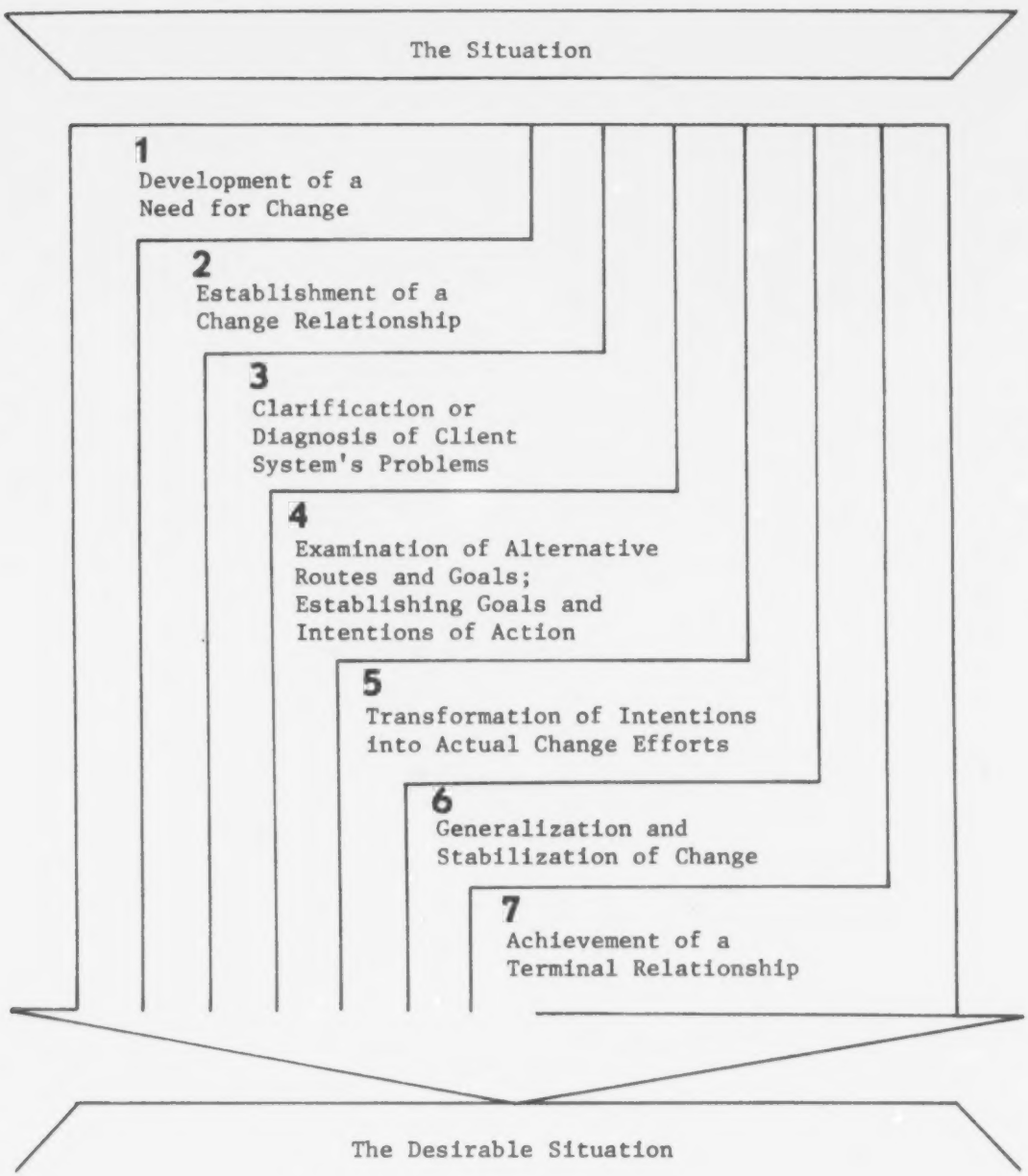

Figure 5

Phase 1: Development of a Need for Change

In order that a process of planned change may begin, Lippitt, Watson and Westley[9] specify three things which must happen during this first, or "unfreezing," phase. First, the problems which are creating stress in a system must be translated into "problem awareness." Difficulties may be encountered in achieving this translation, since different parts of the personality, or different members of a group, may be aware of problems to differing degrees. Also, there may be communication barriers which block the spread of awareness. Second, problem awareness must be translated into a desire for change. This can come about only when there is "confidence in the possibility of a more desirable state of affairs." Finally, problem awareness and a desire for change must lead to a specific desire for help from outside the system. For this to happen, outside help must be perceived as both relevant and available.

This unfreezing, or development of a need for change, may occur in one of three ways:

1. A change agent locates a source of difficulty and offers help
2. A third party brings the client and the change agent together
3. The client system itself seeks help from an outside source.

The third possibility seems the most common way for the change process to begin.

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[9] Lippitt, Ronald, Jeanne Watson and Bruce Westley. *The Dynamics of Planned Change*. New York: Harcourt & Brace. 1958, page 131.

Phase 2: Establishment of a Change Relationship

The problems which may be encountered during the phase of establishing a change relationship are numerous. Lippitt, Watson and Westley discuss the difficulties involved in communicating needs and the significance of first impressions as well as the importance of building trust and understanding between the change agent and the client system. They also point out that it is often advisable for the two systems to agree to a trial period of collaboration to ensure that the relationship will be mutually satisfactory.

This phase is one of the most crucial parts of the change process.

> The success of failure of almost any change product depends heavily upon the quality and the workability of the relationship between the change agent and the client system...[10]

Phase 3: Clarification or Diagnosis of the Client System's Problems

In order for the problem to be diagnosed (and the first phase of "moving" to commence), the change agent must first be able to obtain information. Lippitt, Watson and Westley state that this may be a simple matter, or it may be a very lengthy and trying one. It is after the data have been collected, however, that the significant problems in diagnosis are encountered. As the data are analyzed, the client is likely to be faced with a problem which changes and broadens in scope. What he originally perceived to be a relatively simple problem may come to seem almost overwhelming.

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[10] Op. Cit., Lippitt, pages 135-136.

Further problems may be encountered as the change agent attempts to offer interpretations of the client's problem. The client may become hostile and may reject the agent's diagnosis. Lippitt, Watson and Westley suggest that the client must strike a balance between two extremes of inaction:

> ...the inability to do anything because of a helpless dependency and defeatism in the face of unexpectedly acute problems, and refusal to do anything because of a hostile rejection of all diagnostic interpretations.[11]

Phase 4: Examination of Alternative Routes and Goals; Establishing Goals and Intentions of Actions

In this second phase of "moving," the diagnostic insights gained in the preceding phase must be translated into ideas for action and then into intentions to carry out the ideas in a certain way. Cognitive problems are likely to arise as the alternative paths are explored, and motivational problems may occur when it becomes necessary to endorse a plan of action.

One particular motivational problem may be the client's fear of failure in carrying out a plan of action. Lippitt, Watson and Westley state: "Often these anxieties can be eased by providing ways for the client to test innovations before they are permanently adopted."[12]

Phase 5: Transformation of Intentions into Actual Change Efforts

It is during this final phase of "moving" that plans are put into action, and that innovations are adopted. Lippitt, Watson and Westley

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[11] Op. Cit., Lippitt, page 137.

[12] Op. Cit., Lippitt, page 139.

state: "The active work of changing is the keystone of the whole change process."[13] It is at this stage that the success or failure of the change effort may be determined. In order for the original stresses to be eliminated, plans and intentions must be transformed into achievements.

Feedback can have critical importance to the results of the change effort. Without adequate feedback the client system may abandon the attempted change, even though it may be producing the desired effect.

Phase 6: Generalization and Stabilization of Change

For a change to be considered successful it must "remain a stable and permanent characteristic of the system," and the phase at which this stabilization takes place is the phase which Lewin calls "freezing." Lippitt, Watson and Westley feel that stabilization will be facilitated if the change provides adequate rewards to the system and if any procedural change is supported by structural change. In addition, they point out the significance of generalization: "One critical factor in the stabilization of change is the spread or nonspread of change to neighboring systems or to subparts of the client system."[14]

The process of institutionalization of change is likely to occur almost automatically once the innovation has gained a foothold, because "...many systems possess an inherent momentum which tends to perpetuate a change once it has attained a certain state of equilibrium...."[15]

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[13] Op. Cit., Lippitt, page 139.

[14] Op. Cit., Lippitt, page 140.

[15] Op. Cit., Lippitt, page 141.

Phase 7: Achievement of a Terminal Relationship

In their analysis of change studies, Lippitt, Watson and Westley found termination of the relationship between the client system and the change agent occurred at various points in the change process, sometimes as early as the third phase. They observed, however, that successful change was most likely to result if the relationship was maintained until the change had become stabilized. At this point, the greatest problem to be faced in the terminal phase is the dependency of the client system on the change agent. This problem can be eased if the agent remains available for consultation or if structures are set up within the client system to serve as a substitute for the change agent. The client will also be more able to cope with termination if he has learned techniques of problem solving which he can apply without the assistance of the change agent.

The seven sequential phases of change which Lippitt, Watson and Westley derived from their case studies have been found to be applicable to almost every case. The originators point out, however, that in any given case, one is likely to see that the phases overlap and repeat themselves.

DIFFERENTIAL DIAGNOSTIC MATRIX FOR LOCATING AND DIAGNOSING PROBLEMS IN HUMAN SYSTEMS

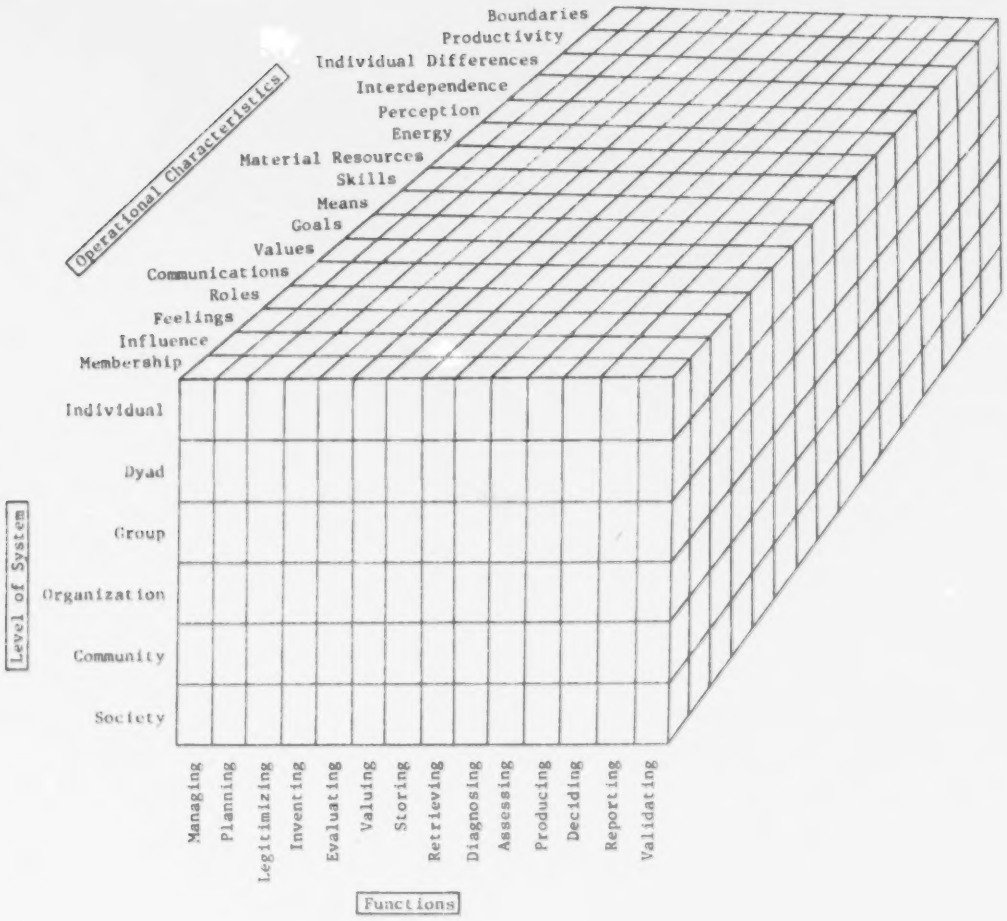

Figure 6

Dimension 1: Levels of Human Systems

The Differential Diagnostic Matrix focuses on six levels of human systems: the individual, the dyad, the small group, the organization, the community and the society. A person may be functioning at any, or all, of these levels at any given moment. The interaction between these levels may be problematic. The processes within a level may produce problems. This dimension of the matrix provides a way to think about human systems. A description of each level follows:

Individual: A personality system composed of many subparts which are usually organized to enable the individual to respond to both internal and external conditions.

Dyad: A social unit of two individuals which develops patterns of response to each other--intradyad responses--as well as patterns of response to other levels of human systems--for example, interdyad.

Group: A small social system of individuals, usually with a more-or-less distinct purpose (committees, clubs, staff, classes) composed of many subparts which respond to conditions internal to itself--intragroup--as well as conditions external--intergroup--to itself.

Organization: A social unit of individuals with a rather clearly defined and specialized function requiring a relatively disciplined and systematic relationship between its subparts (the whole staff of a school, a business, a political organization) which responds to its own--intraorganization--situation, as well as responding to external--interorganization--stimuli.

Community: A social unit composed of a large number of individuals who form a variety of interacting subparts (individuals, dyads, groups, organizations) which is likely to respond more frequently to situations internal to itself--intra-community--than to situations external to itself--inter-community.

Society: A social unit including all previous levels as interacting subparts related by some common norms of political, economic and cultural coordination which together form an observable identity.

Dimension 2: Functions of Human Systems

Managing is concerned with how the system is run. It includes coordinating, monitoring, communicating with and supervising the subparts to assure that the functioning achieves specified objectives in line with desired policies and procedures.

Planning is concerned with specifying objectives and procedures for achieving them.

Legitimizing is concerned with specifying which subpart is to be responsible for contributing in particular ways to particular functions. It includes policy making at the organizational level.

Inventing is concerned with the discovery of new things to do, reasons for doing them or ways they can be done.

Evaluating is concerned with whether what is desired is being done.

Valuing is concerned with whether what has been done, or is intended, is truly desired.

Storing is concerned with the ways that things which are needed are preserved.

Retrieving is concerned with the ways that things which are needed are made available.

Diagnosing is concerned with determining the ways that things are operating in dynamic terms.

Assessing is concerned with determining what exists at a given moment in static terms.

Producing is concerned with the ways work is done which produces (or fails to produce) desired objectives.

Deciding is concerned with the ways that decisions are made in the system.

Reporting is concerned with who informs whom of what and the ways they do it.

Validating is concerned with how ideas and procedures are checked out to be sure they represent values and efforts assumed for them.

Dimension 3: Operational Characteristics of Human Systems

A major part of the diagnostic work of the PETC-II consultant is to scrutinize and verify what is problematic in the intrapersonal,

interpersonal, group, intergroup and organization processes as they occur in the operational characteristics of human systems.

Membership

Individuals identified as being part(s) of the system are said to have membership. At the level of the individual, membership applies to issues of a person's self-identity. It speaks to questions of:

Who am I?
What can I be?
What do I expect and desire of myself?

For the more complex levels of human systems, it speaks to questions such as:

What does it mean to be a member of this group, organization, community or society?
Will I be accepted?
How will I be expected to act and respond?
What norms will prevail?
Will I be trusted?
Will I feel satisfied that I am needed and respected?
Will I feel adequate?
Will my personal motivations fit in with those of the group?
How much freedom will I have to express myself?

Problems arise from lack of clarity about membership questions as well as conflict over what the answers to such questions should be.

Influence

The concern here is with the ways that influence happens among and between parts of the human systems.

Is influence recognized as a normal, necessary operating characteristic of the system?
What behaviors are acceptable and unacceptable as kinds of influence in the system?
Are members explicit about accepting certain kinds of influence as well as rejecting other kinds?
How much variance of individual styles of influence is tolerated?
Are different bases for influence accepted for different types of situations, e.g., expertise in one situation as compared to forcefulness of personal style in another.

Does the use of influence tend to free resources of individuals rather than block them?
What are the ways that leadership occurs?
Are there different leaders in different situations?
How much flexibility of influence and leadership is there relative to roles and status of different parts of the system?

Problems arise from lack of clarity about influence questions as well as conflict over what the answers to such questions should be.

Feelings

Perhaps the most crucial contribution of psychology in the past few decades has been clarification of ways that feelings affect the operations of human systems. They can affect any and all functions in facilitative and blocking ways. Feelings are tangible, measurable and enduring. Feelings which are not expressed as they occur are frequently expressed later in disguised, inappropriate and obstructive ways. Questions such as these are important:

What are acceptable and unacceptable ways of expressing different kinds of feelings in this system?
Are there any kinds of feelings for which there are no acceptable means of expression?
Do people trust each other?
What are the characteristic ways that less acceptable feelings show themselves and how obstructive are they?
How much variance in individual styles of expressing feelings is tolerated?
How spontaneous, open and direct are expressions of feelings?
Is the importance of the expression of feelings accepted?

Problems probably arise most frequently from lack of clarity about feelings. They also can stem from conflict over how feelings are expressed.

Roles

What parts, or persons, within the system are expected to carry out which functions and in what ways? While there are general expectations

that apply to all members of a system, it is the particular combination of commonly shared expectations about functions people will perform and how they will relate to each other in performing them which define different roles within the system. These kinds of questions are important:

How clear am I about what others expect of my role?
Am I clear about what I believe others should expect of my role?
Are most others clear about all of their expectations of my role, or only about some of them?
Are there differences among these expectations?
Are there other roles in the system about which there are differences or a lack of clarity?
Are the expectations of each role realistic?
Are there expectations which place roles in conflict with each other?
Are there roles missing as evidenced by functions needed by the system which no one is expected to fulfill?

Problems frequently arise from lack of role clarity and conflicting expectations about a role. Another important kind of problem worth noting involves the overload an/or conflict that can occur from demands on individuals who are in more than one role.

Communications

The concern here is with the passage of information within and between parts of the system. Note here that information applies to things that are *news*. There may be other kinds of noise in the system that are unintelligible or redundant. Such noise usually distorts, rather than aids, the passage of information. These are some of the important questions about communications:

Who talks to whom about what?
What modes and personal styles of communication are acceptable or unacceptable in the system?
How efficient are communications in terms of information flow versus noise and redundancy?

Is there feedback of information, checking for understanding, and opportunity for two-way flow where needed?
Are formal and informal patterns of communication primarily functional rather than bound in tradition, conflicting or limited by assumptions?
How do norms, roles, expectations and feelings influence communications?
Are there bottlenecks, blocks, gaps or points of overload in the lines of communications?

Values

What are the things that different persons or parts of the system believe to be important? Such things indicate the values held in the system. Values are based in philosophy--the understandings of meaning of existence in the system. Identification of goals, selection of means and all experiences of operating the functions of the system are considered as good or bad in relation to its values. Here are some major questions concerning values:

Have the philosophy and values of the system been made explicit?
Are values of subparts of the system explicit and congruent with those expressed for the system as a whole?
Are there value conflicts between subparts of the system or between this system and others with which it must relate?
Are the goals and the procedures of the system congruent with the values its possesses?
Is there continuous, active effort to identify values and explore the philosophical meaning and congruence of the system?

Problems arise especially concerning lack of congruity as well as from unclarity or conflict about values.

Goals

Goals of the system are those measurable objectives which it strives to achieve. Some goals are primary to the purpose for which the system exists. Others are instrumental to achieving the primary

goals. They sometimes contribute to a means to an end and sometimes to maintenance of the system. Important questions include the following:

How explicit are the goals of the system?
Have all critical goals been identified?
Is the system committed to any goals which are irrelevant or detrimental to it?
Are the goals stated operationally?
Are they feasible and realistic?
Are there conflicts between subparts of the system about what the goals are or should be?
Has the relative importance of goals and their relationships to each other as primary and instrumental been identified?

Problems most often are related to lack of clarity about goals, and sometimes to conflict. When a problem is one of conflict about goals, it is more critical if based in value differences.

Means

Means are the particular actions taken and strategies employed to reach the designated goals. The tasks and procedures which provide the system's functions are employed in these strategies. Means are the ways a system reaches its goals. Important questions concerning means include the following:

Are the means which are being attempted clearly spelled out?
Are they feasible and realistic?
Are different subparts of the system all clear and in agreement concerning these means?
Are these means congruent with the values of the system as well as directly related to achieving desired goals?
Might there be side effects of employing particular means which would be beneficial and/or detrimental?
Might there be other, more effective means?

Problems about means often involve lack of clarity or conflict over which are best. More difficult problems about means concern values and questions of congruence.

Skills

Skills concern the level of ability, complexity and sophistication at which things are done. While goals and means might be clear and congruent with values and purpose, a system might still have difficulty because it lacks the skills to carry out a designated task or strategy. Important questions concerning skills include the following:

Does the system contain the skills necessary to perform the best procedures for its needed functions?
Are one's skills needed, used appropriately and rewarded in the system?
Is there imbalance of skills or overuse of some procedures simply because certain skills are available?
Are there provisions for skills practice, upgrading or introduction of new skills as needed?
Are skills of persons or parts of the system matched appropriately with roles?
Is there lack of clarity or conflict concerning skills which are needed or the adequacy of skills available?
Are available skills applied appropriately?

Problems generally concern the availability and adequacy of skills.

Material Resources

In a broad sense, all of the operating characteristics of a system may be included under a category of resources. A more limited application of the term is intended here. Material resources include the physical plant and equipment, the financial capitalization and the operating budget of the system.

Are material resources adequate and appropriate to the purposes of the system?
Are they well related to the goals and means selected by the system?
Is the system constrained or facilitated in its selection of goals, means or improvement of skills by the availability of material resources?
Are they validly assessed or does lack of clarity about them let questions of their availability be used as falsely assumed constraints?

What are the sources of material resources?
Are they accurately determined and fully realized?
Are available material resources a valid reflection of the system's value to its environment?

Problems concerning material resources most often involve their being less than desired or conflicts about the use of what is available. A frequent, but less recognized, problem may involve invalid rationalizing about ways that lack of material resources act as barriers.

Energy

Human systems have a limited amount of energy that can be invested in accomplishing tasks at any given time. These questions occur:

Are parts of the system faced with demands beyond their energy level?
Is there equitable distribution of energy among the parts?
Are there appropriate provisions for rest and renewal of energy?
Are effects of working too hard or too long showing up as other kinds of problem issues such as breakdowns in communication or conflicts about influence or role definitions?
Are other kinds of conflict, or the system's reaction to it, causing undue drains on its energy?

The most obvious energy problems relate to multiple demands converging on a part of the system. One of the most serious, and frequently unrecognized kinds of energy problem, relates to poorly managed conflict in the system. Debilitating amounts of energy can become tied up in the repression of feelings, falsely assumed conflicts which are not clarified and real conflicts which are not negotiated.

Perception

This factor concerns the things which are seen in and by the system and the meanings and interpretations which are placed on them.

Are there important things which are not seen?
Do some roles, or parts of the system, tend to see only certain kinds of things?

Do some parts tend to distort or misinterpret what they see?
Does reality actually appear different from the legitimate perspective of different roles?
How much overall congruence is there in perceptions experienced throughout the system?
Are similar perceptions demanded of all parts of the system or are reports of discrepant perceptions supported as a potentially valuable breadth of perspective?
Does the system have ways of breaking its psychological set periodically to question whether it is open to new understandings in a changing world?

Problems arise especially from perceptions being limited by old, entrenched perspectives and from failure to understand that the same phenomena can appear different when viewed from truly different, as contrasted with simply limited, perspectives.

Interdependence

Interdependence concerns the ways the parts of a system function in relation to each other to fulfill its purpose.

To what extent do they rely on each other for differential contributions to this fulfillment?
Do they see and acknowledge the value of each others' contributions?
Do they seek, use and acknowledge help from each other at times in performing their own operations?
Are there clear norms and procedures for collaborating and sharing resources?
How much cohesion and esprit de corps is there?
Do norms supporting interdependence conflict with appropriate needs for autonomy and periods of independent functioning?
Is individual creativeness sacrificed to group conformity pressures in the name of "good" teamwork?
Is interdependence based on functional expertise which supports freedom of operations rather than authority and bureaucratic regulations which are constraining in their lack of flexibility?
Do some individuals feel inadequate and dependent?
What values are accepted as the basis for collaboration?
Do competitive norms and practices conflict in situations where cooperation would be more productive and rewarding?

Most frequent problems of interdependence probably relate to conflicting norms and procedures which are competitive. An important, less obvious kind of problem stems from lack of functional expertise as the primary basis for parts sharing resources and working together.

Individual Differences

No two human systems, at any level, are the same. The capabilities of their operational characteristics vary according to the unique growth history of each. The issue here is one of capitalizing on the variations of the systems which are subparts of a larger system. Here are some important questions concerning individual differences:

Are there procedures for identifying the unique capabilities of individuals?
How much divergence of self-interest is tolerated?
Are there clear norms and procedures for negotiating basic differences of self-interest?
Are there norms for conformity which conflict with the valuing of growth which is based on the interaction of differences?
Do others know and/or attempt to discover one's full range of resources?
Do expectations of a role or group extend to stereotyping individuals in it?
Are subparts of a system used flexibly in accordance with their unique functional capabilities as opposed to each part being limited to a usual set of tasks?

The greatest problems concerning individual differences relate to system norms which deny and reject them in failing to recognize them as a source of strength and growth. While individual needs tend to be a concern in education, a lack of understanding of the dynamics and implications of individual differences of resources leads to especially difficult problems. They culminate in prejudice and discrimination where there could be the greatest opportunities for exploration and evolution.

Productivity

The concern here is for the ways that the system knows it is productive and for the quality rather than simply the quantity of productivity it accomplishes.

> Is its productivity a creative synthesis of its unique needs and resources rather than the lowest common denominator of capability of its subparts?
> Are its objectives stated operationally so that it can be measurably accountable for productiveness?
> Are its procedures for producing efficient--cost effective?
> Are the products of the system congruent with its values and purpose?
> Do these products contribute to desired social ends or to the maintenance of outmoded or objectionable ends as viewed by other systems?
> How much energy is spent in arguing about the rightness or wrongness of ideas as compared to developing new ideas or combining ideas?
> Do parts of the system experience a direct sense of satisfaction for their contribution to productivity?

The most observable kinds of problems concerning productivity involve low levels resulting from inefficient procedures and low sense of satisfaction in perceiving one's contribution. Less obvious, but perhaps especially important for education, is a lack of productivity which is creative and motivating versus the lowest common denominator of a tradition bound system.

Boundaries

Boundaries are the limits which keep an idea, a practice, a role or an individual out of a system. The boundaries of human systems tend to involve expectations, norms, customs and psychological sets. They tend to act selectively in letting some things in and keeping others out. They often relate directly to values and role definitions. At the individual level, boundaries concern personalized involvement

and exposure of self. For small groups and organizations the concern is more with norms and customs. For the community and society, legal and political factors are more obvious. At any level, boundaries may be viewed as actions of the system which represent its choosing to be exposed and influenced by external factors.

> Is the system permeable in that it exposes itself to many kinds of external influence?
> Is it vulnerable in that other systems can force their influence on its internal operations?
> Are the boundaries flexible in being able to selectively open the system to influence or block out such influence based on rapid internal decisions?
> Are they rigid so that norms or expectations must be broken in traumatic ways to be exposed to something new?
> How planful and rewarding does the system make the opening of its boundaries?
> Does the system understand and acknowledge its own control over its boundaries?
> Who and what act as the gatekeepers of the system?

Boundaries, strategies of entry and temporary relationships across boundaries, raise the most frequent issues for those attempting to influence change in education.

DIFFERENTIAL INTERVENTION MATRIX FOR IMPROVING HUMAN SYSTEMS

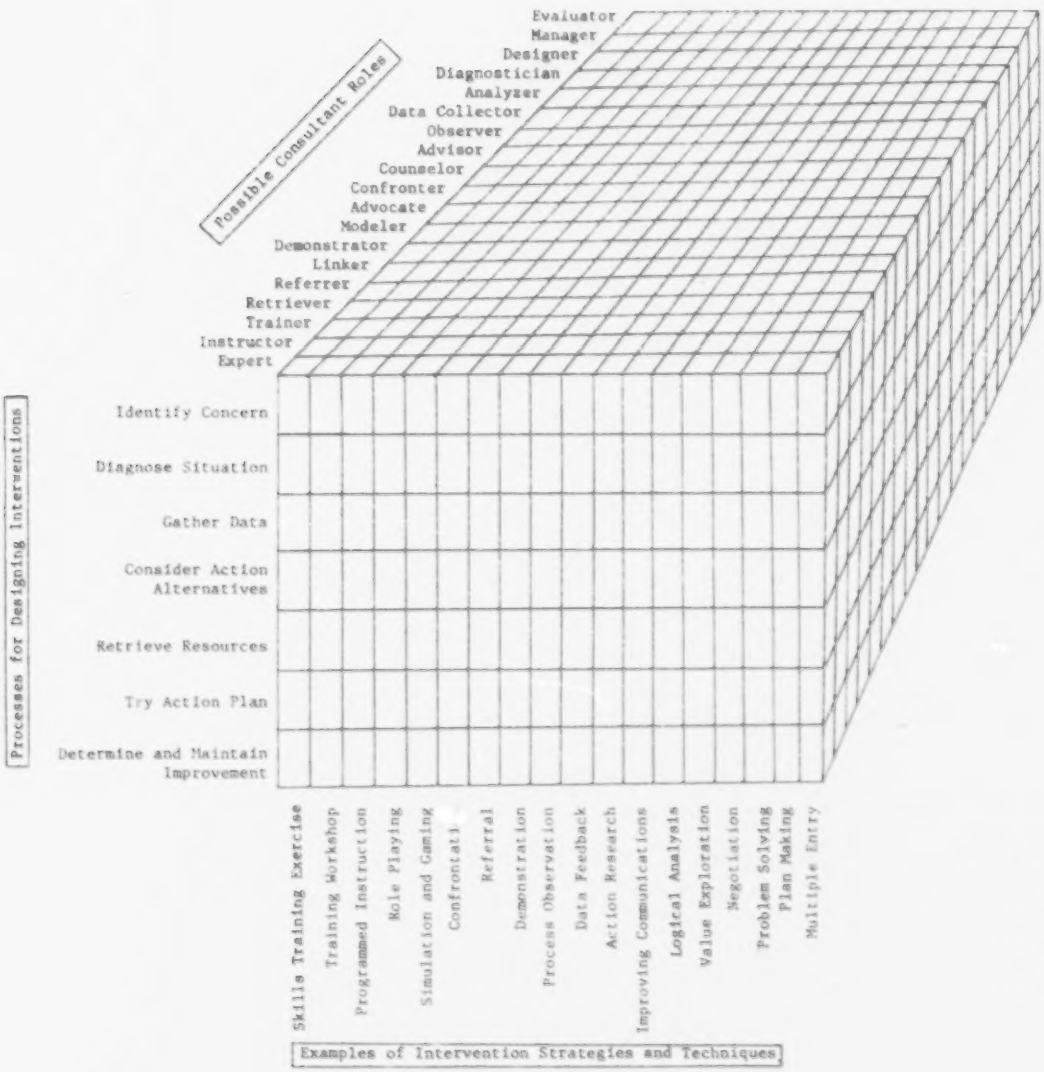

Figure 7

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1. Processes for Designing Interventions

The processes for designing interventions can easily be confused with the large model of Phases of the Consulting Relationship. The important concept to understand is that smaller scale, or micro, processes for designing interventions must be carried out within the larger scale, or macro, improvement effort. For example, during the planned change phase of "generalization and stabilization of change," there may be a communications problem affecting the inventing function of a small group. When the consultant designs an intervention in relation to this micro problem of communication, the following design process questions must be answered:

What is needed?
Why are things the way they are?
How do I know?
What can be done?
What resources are there to do it?
What will be tried?
How will sources be determined and maintained?

These seven questions correspond to seven stages of the processes for designing interventions.

They are described more fully below.

Identify Concern: What is the current situation? What is needed? Who is causing the problem? Who is affected by it? What kind of problem is it? What is the goal for improvement?

Diagnose Situation: Why are things as they are? What forces are operating to maintain the situation? What forces might cause improvement? What evidence indicates the forces are operating as suspected? What further information is needed to clarify the situation?

Gather Data: How can further data be gathered? How will the data be handled? How will it be understood? How will results from the data be used?

Consider Action Alternatives: What different possibilities are there for taking action to improve the situation? How easy or difficult might it be to attempt each of these possibilities? Which might have the greatest chance for success or the greatest effect on the situation?

Retrieve Resources: What resources would be needed for the different action alternatives? How available are they? How can they be retrieved?

Try Action Plan: What steps will be taken to solve the problem? What tasks will be performed? Who will perform them? When and how will each be performed?

Determine and Maintain Improvement: How will it be determined that a change represents improvement in a philosophical and theoretical, as well as a technical, sense? How will improvements be maintained and shared with others?

2. Examples of Intervention Strategies and Techniques

An intervention strategy is the overall way consultants go about facilitating a change effort for the purpose of improving the way their client systems function. Improvement may mean helping the client to acquire the function, to strengthen the function and/or to realize greater clarity of why the function is valuable. Intervention techniques are the ways in which the strategies are implemented. The role (behaviors described in the next section) the consultant takes will be determined by the strategies and techniques selected. The strategies and techniques available to consultants are many, largely dependent on the extent of their experience and on their interest in developing additional expertise. The ones listed in the matrix are illustrative of many possibilities which exist.

Skills Training Exercise: The intervention may be to conduct a skills training exercise such as those used in PETC-I.

Training Workshop: The intervention might involve some or all members of the client population experiencing an entire training workshop such as *Research Utilizing Problem Solving (RUPS)* or one on using a new curriculum.

Programmed Instruction: The intervention may involve individuals in a programmed instruction experience such as reading Mager's book on *Preparing Objectives for Programmed Instruction.*[16]

Role Playing: This intervention can be used to help people gain perspective of one another's roles as well as to better understand the nature and personal implications of their own role. Variations range from simple role reversal exercises carried out in a matter of minutes to extensive training designs or complex therapeutic sessions.

Simulation and Gaming: In simulation, the client is asked to be himself as he reacts to an artificial situation. The growing use of games to provide conditions for learning to cope with or understand situations is a form of simulation. While the situation is artificial, what one can learn about the conditions it presents, and about one's own reactions to them, can be very real.

Confrontation: Confrontation generally involves the presentation to a client system of unacknowledged facts or discrepancies, such as between intentions and behavior. A constructive purpose of confrontation can be to mobilize the system to action. If the confrontation is experienced by the system as an evaluative condemnation, however, the reaction may be to increase resistance to change.

Referral: The intervention may be simply that of referring the system to resources or a potential source of them. This is often the case when the consultant happens to be an expert in the substance of a client system's need (e.g., a "reading" expert, or a specialist on computer programs) and when his primary role has been one of diagnostician for the system. The consultant should always maintain consideration of possible need to refer his client to a different consultant.

Demonstration: The intervention may be the demonstration of a new process, program or kind of equipment. Demonstrations can provide important images of potential, but generally need to be combined with skills training and active support for implementation to yield significant educational improvements.

Process Observation: The client system can be helped to see its own processes in order to consider their adequacy or desirability.

Data Feedback: Data may be collected and fed back to the client system which then assesses current states of affairs or provides insight about causal relationships.

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[16] Mager, Robert F. *Preparing Objectives for Programmed Instruction.* San Francisco: Fearon Publishers. 1962.

Action Research: It is sometimes possible and desirable to involve the client system in conducting a total process of action research. As most people are not familiar with the total process or the skills to employ it, this strategy generally demands related training.

Improving Communications: Many assumed problems are a matter of misunderstanding, poor communication or lack of communication. The most frequently used interventions of the consultant may be those which seek to clarify meaning, intention and understanding.

Logical Analysis: Given the complexity of human systems, and the frequency of problems in communications, it should not be surprising to find that people often fail to achieve correct understanding of the way things happen in a system and how the subparts affect each other. A strategy of involving the client system in a rigorous, logical analysis of its functioning in relation to an objective may be needed. This strategy demands skills in system analysis procedures which may necessitiate related training.

Value Exploration: At the operational level, it seems easiest to focus on seeking to identify and achieve improvement needs. In these times of continuous rapid cultural and social change, it may often be important to help the client system explore its underlying values and philosophy. How well it's doing always depends on what it really wants and why. Sometimes problems stem from values and philosophy changing or clarifying without the system being explicitly aware of the changes or their implications.

Negotiation: When different subparts of a system, or related systems, have basic differences of self-interest, negotiation is generally the only appropriate strategy. Other strategies may need to be used in relation to a primary one of negotiation, but none can appropriately replace it when real differences of self-interest are at stake. The other strategies involve degrees of collaborativeness. Negotiation faces honestly the fact of conflict and competition. As most people are strongly instilled with values for being collaborative, training is often important for a client system which needs to employ a strategy of negotiation.

Problem Solving: Meetings essentially focusing on problem identification, diagnosis and solution inventing and implementation.

Plan Making: Activity focused primarily on planning and goal setting to replot the system's future.

Multiple Entry: The strategy of multiple entry calls for several parts of a system to be intervened with in complementary, mutually supportive ways. For example, in order for people to apply new skills gained in training, their superiors may need a demonstration before they will support application of these new skills. Another example might be that teachers will need understanding of system

technology as a process appropriate to their own role before they will be influenced to apply innovations arrived at by administrators using system analytic procedures. A potentially improved skill or understanding in one part of a system can increase cognitive dissonance resulting in poorer functioning of the overall system. A multiple entry strategy which maintains or improves congruence and balance of the system is often essential. Again, this becomes a major concern in *PETC-III: Organizational Development.*

3. Possible Consultant Roles

"Consultant roles" refer to the range of behaviors of consultants as they implement strategies and techniques. Roles consultants take are determined by their skills and by what is indicated by the strategies and techniques they select for intervening in a client system. For instance, the overall intervention strategy of the consultant may be to provide training. Depending on the techniques selected and/or the skill of the consultant, the following consultant roles may be appropriate: *referrer* to a training workshop, *linker* to a trainer brought in, being the *trainer* in a workshop, *managing* a series of training events conducted by others, *process observer* of the effects of training on the client system, *analyzer* of data concerning effects of training on the client system.

One or more roles may be taken by the consultant to facilitate an improvement effort. The consultant may make role shifts when making micro interventions within the macro phases of the consulting relationship. It is important for the consultant to maintain clarity with the client system about the reasons for switches in role. The client tends to build role expectations of the consultant and sometimes these expectations become a block to the relationship. It may become necessary to secure the assistance of another consultant to provide some needed roles.

The following list of possible roles which appear on this dimension of the Differential Intervention Matrix are illustrative. As with the strategies and techniques, roles available to the consultant depend on experience and on interest in gaining additional expertise.

Expert: The consultant may be the only source of knowledge or skill in an area.

Instructor: The consultant may take the role of instructing about an area of knowledge. Teachers often take this role in imparting facts to their pupils.

Trainer: A trainer goes beyond instruction by helping people master "do it" behavioral skills in performing actions.

Retriever: The retriever *brings* the needed information or skills from an outside source to the client system.

Referrer: The referrer *sends* the client system to a source where it can find the needed knowledge or skills.

Linker: The linker provides a bridge to relate the parties, or parts of a system, that need to be in contact.

Demonstrator: The demonstrator shows the client system how something is done, but is not necessarily highly skilled with it.

Modeler: The modeler provides an example of how to do, or be, something by evidencing it in his (the consultant's) own behavior. This is more than showing how to do a thing, e.g., demonstration. It is representing oneself as the thing under scrutiny. It is generally wise to be cautious about holding oneself up as "a model" to client systems. In many instances, it can be more helpful for the client system to arrive at its own desired idea of a model.

Advocate: There are times when a consultant can best facilitate an intervention by taking the role of advocate for a goal, value or strategy. It is important to keep clear about the difference between general things the consultant advocates as compared to taking this role to facilitate a particular strategy with a client in a specific phase of their relationship.

Confronter: When the client system needs to be confronted with the awareness of a discrepancy, consultants must consider whether they can be most helpful by taking the role of confronter or by facilitating the confrontation by taking some other role. As confrontations frequently have evaluative implications for the client, it is often wise to avoid the role of confronter so that the client ultimately recognizes evaluativeness in the situation

as his own. At the same time, the role of confronter can be extremely powerful and helpful when taken appropriately. Appropriateness involves readiness of the client as well as consultant values which genuinely represent the orientation of the consultant.

Counselor: The role of counselor generally includes listening, acting as a sounding board and raising awareness of alternatives. It leans toward a nondirective effort in helping the client think through issues for itself.

Advisor: The advisor role differs from the counselor in being more directive about what the client might do and how to do it.

Observer: The observer comments on the things that exist and how things are being done currently.

Data Collector: The data collector gathers information about what exists and how things are being done.

Analyzer: The analyzer interprets the meanings found in data about the system.

Diagnostician: The diagnostician uses analyses, data collection and observations in determining why things happen the way they do in the system. It is important for the consultant to recognize when he is observing, collecting data, analyzing and diagnosing for his own information or when he is performing these roles to facilitate an intervention for the client system.

Designer: A designer prepares action strategies, training programs and management models for use by the system. By occasionally applying his special understanding of the dynamics of human systems, this may be an especially valuable role for the consultant to take for the client system.

Manager: It is probably rare for a consultant to take the role of temporarily managing the system, or some part of it, for the client system. Instances of it are beginning to emerge in the field of education related to ideas about accountability and the "turnkey" procedure of performance contracting.[17]

Evaluator: Taking over the role of evaluator for the client system is also occurring with increasing frequency in education. Systems involved in federal funding are turning to consultant firms to do their evaluation. A variation of the new accountability model calls for independent auditing to determine effectiveness of other consultants' action intervention efforts.

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[17] For more information, see *Every Kid a Winner* by Leon M. Lessinger. Palo Alto: Science Research Associates. 1970.

1. What are the major differences between PETC-I and PETC-II? (pages 17-21)

2. What are the implications of the present historical change movement from static to dynamic orientations? (pages 23-26)

3. What is fundamental to acquiring a dynamic orientation toward change? (pages 23-27)

4. What basic competencies does the PETC program offer educators? (page 27)

5. What are the three domains of criteria which should help in determining whether a change effort is aimed at the desired outcome? (pages 27-29)

6. What critical questions are asked by each domain of criteria? (pages 27-29)

a. _____

_____

_____

b. _____

_____

_____

c. _____

_____

_____

7. What is the consultant's purpose in working with a client system in PETC-II? (pages 29-30)

8. What does the consultant look for in distinguishing between PETC-II and PETC-III issues? (pages 30-32)

9. What function can the Differential Diagnostic Matrix offer to avoid getting bogged down in the complexity of change in education? (page 38)

10. What additional processes must the consultant take into consideration when viewing levels of human systems? (page 38)

11. What other functions or subdivisions of functions can you add to the list of functions given? (pages 40-41)

12. Why is the interrelationship between operational characteristics and system functions a crucial diagnostic consideration? (pages 40-42)

13. What should be considered in the selection of a microintervention? (page 42)

14. What is a critical issue the consultant must consider in shifting between roles? (page 46)

INSTRUCTIONAL STRATEGY
SESSION 2: CENTRAL IDEAS FOR CONSULTING

Time: 5 hrs 25 min*

Time	Steps	Materials	Directions
10	1. Introduction to the Session	Charts Paper 11	1. Ask participants to read Paper 11. Present steps on newsprint and reinforce objectives as needed. Call attention to the charts of matrices posted on walls. Tell participants they will be asked to return to these models and matrices many times during the workshop.
90	2. Study central ideas of consultation	Paper 9 pages 48-75 Paper 12	2. Refer to the remaining pages on central ideas in Paper 9 and to Paper 12, Open Book Examination. Ask trainees to study the information in Paper 9 and to complete Paper 12. Say that pages 48-75 are further explication of the concepts in Parts I and II of Paper 9. This information will prepare them for the next step. Emphasize that Paper 9 is intended for use as a continuous reference throughout the training.
40	3. Create illustrations of applying the matrices	Paper 13	3. Refer to Paper 13, Using the Matrices for Designing Interventions. Say that the exercise at the end of this paper will be their first experience of applying the matrices. Ask participants to read Paper 13 and to individually write an illustration following instructions on page 102. Emphasize that the paper contains illustrations for how to do the assignment.

*All times approximate

Time	Steps	Materials	Directions
90	4. Trio response to case	Paper 14 Paper 15 Paper 9, Part III pages 48-75	4. Present summary statements on major focus of matrices. See instructional supplement, page 83. Form the second provisional team of three persons. Mention Paper 14, Worksheet: Trio Response to Case Study and Paper 15, Cases for Response. Assign one case to the group.
		Paper 16	Ask each trio to use all items of Paper 14 to prepare recommendations and to report to their sextet for discussion. Review Paper 16, Diagnosing Client Issues, with trainees. Ask them to use it as a reference during their response to the case.
90	5. Sextet discussion of case response	Paper 14 Paper 15 Paper 9, Part III pages 48-75	5. Assign two trios to work together and to share with each other their work on Paper 14. Stress that the task of the sextets is to share their work, identify differences, account for them, and challenge each other's assumptions on the basis of the criteria provided by the matrices.

INSTRUCTIONAL SUPPLEMENT

Summary Statements About Major Focus of Matrices

STEP 4: Experience indicates that at this point it is very timely for the trainer to make a brief summary statement about the major focus of each matrix and the ways in which the consultant should view them. Accordingly, before proceeding to the assignment for this session, summarize along the following lines:

Differential Diagnostic Matrix

1. This matrix refers primarily to the *client system*.

2. Applying the dimensions of this matrix will help the consultant produce a description of what is happening in the client system.

3. Identifying the *Level of Human System* will help the consultant to be "on target" with the needs, problems and functions of the client system and will help him guard against paying attention to inappropriate or irrelevant information.

4. A *function* is a vital process without which the ability of the system to reach its objectives is impaired or even completely blocked. *Function* is not the same as *role*. *Role* describes *behavior; function* describes a *process* vital to the existence of a system.

5. *Operational Characteristics* are the ways in which the functions are carried out. Problems with operational characteristics may weaken functions. Operational characteristics are those peculiar qualities of the ways a human system goes about fulfilling its functions which give the system an identity.

Differential Intervention Matrix

1. This matrix refers primarily to the *consultant* and what he does.

2. Applying the dimensions of this matrix in light of the data from the Diagnostic Matrix will help the consultant produce intervention plans which should be seen by the client system as helpful.

3. The matrix provides a range of roles, intervention strategies and problem solving activities for the consultant to choose from in doing his work.

Phases of the Consulting Relationship

1. This model provides a *framework* to guide the consultant as he does his work.

2. It is not a linear model, it is a dynamic model. The consultant cannot conclude that any phase is ever completely finished.

3. Each phase can be applied in both macro and micro ways. That is, even though the major piece of work being done may be identifying alternative goals, the need may arise to do a smaller piece of work in diagnosing or maintaining the relationship--or even considering the termination of the relationship.

AGENDA FOR SESSION 2: CENTRAL IDEAS FOR CONSULTING

Paper 11
Time: 5 hrs 25 min

Purpose: To help trainees increase their understanding of the central ideas about consultation.

To apply the diagnostic matrix, intervention matrix and phases to a case study.

Objectives:

1. Given a set of instructions, a paper with central ideas about consultation and an open book examination paper, trainees will read the paper, underline important issues, write questions about ideas needing clarification and complete the examination.

2. Given instructions for trio work and a paper with examples of ways to utilize dimensions in matrices, trainees will share their identified important ideas and questions, and produce an example utilizing the matrices.

3. Given a case study and a workshop for diagnosing and responding to the case, trainees will correctly follow directions on the worksheet and write recommendations for action derived from their study of the matrices.

4. Given instructions for a two-trio discussion, each trio will report its diagnosis and strategy and will receive reactions from the other trio based on guidelines for correct application of the diagnostic and intervention matrices.

Steps:

1. Introduction to the Session

2. Study Part III of the Central Ideas for Consulting, Paper 9, pages 48-75

3. Create illustrations of applying the matrices

4. Trio response to case

5. Sextet discussion of case response

1. Development of a Need for Change (page 49)

   What are the three key phrases to keep in mind in this phase of the consulting relationship?

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

2. Establishment of a Change Relationship (page 50)

   If you were to write a checklist to remind you of the crucial issues in this phase of work, what key words would you place on it?

3. Clarification or Diagnosis of the Client System's Problems (page 50)

   Why are the significant problems in diagnosis usually encountered after the data have been collected?

4. Examination of Alternative Routes and Goals; Establishing Goals and Intentions of Actions (page 51)

   In the examination of alternative routes and goals, what do Lippitt, Watson and Westley suggest for coping with a client's fear of failure?

5. Transformation of Intentions into Actual Change Efforts (page 51)

   What is critical in the effort of transforming intentions into actual change efforts?

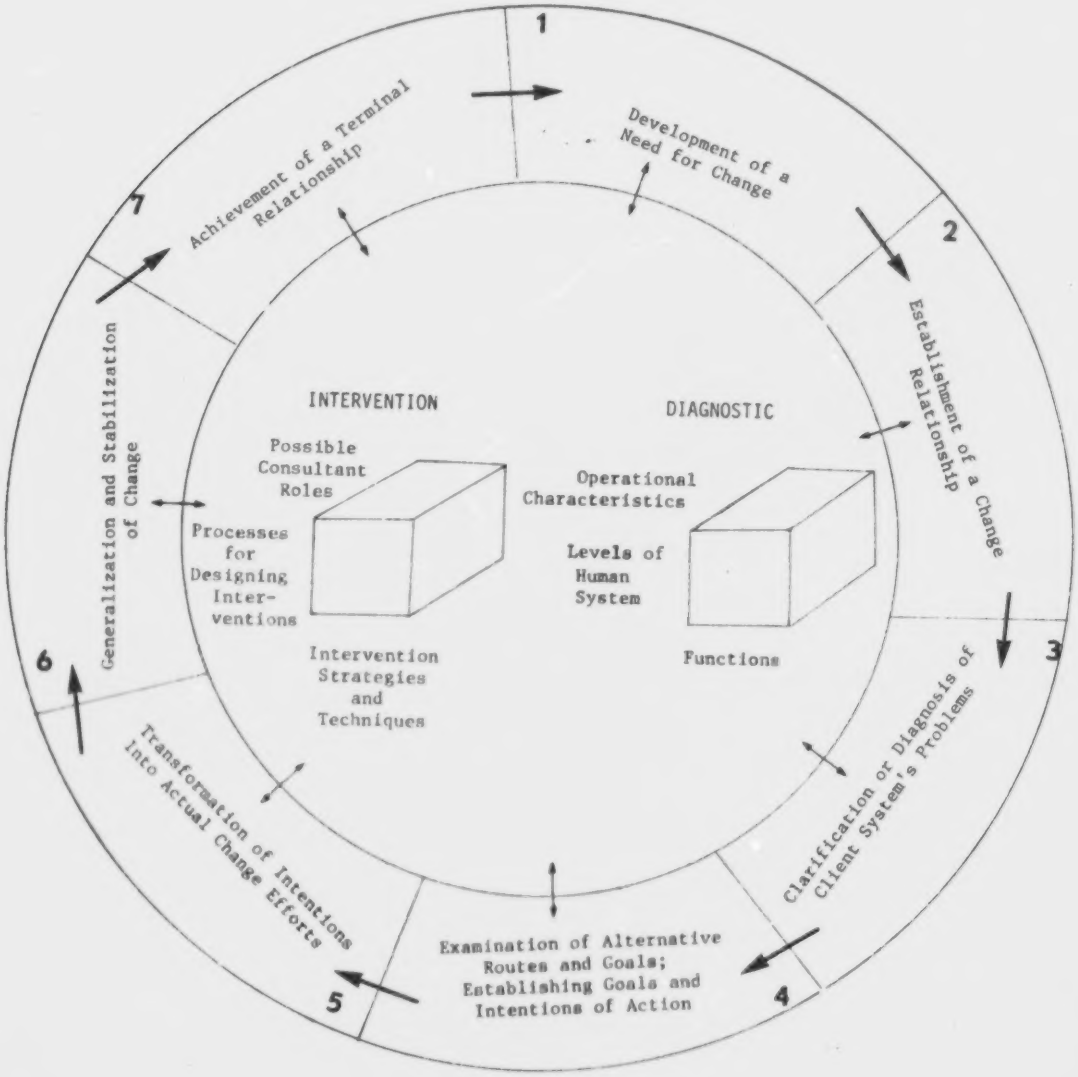
6. Generalization and Stabilization of Change (page 52)

   What is the test of successful change?

7. Achievement of a Terminal Relationship (page 53)

   According to findings by Lippitt, Watson and Westley, what is characteristic about termination? What seems to be the greatest problem the consultant faces in achieving a terminal relationship?

The purpose of this paper is to illustrate how, within the framework of the Phases of the Consulting Relationship, the diagnostic and intervention matrices can be used by the training consultant as he works with his client system and designs interventions. The interrelationships among these models can be diagrammed as follows:



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It is not enough to be able to talk about the dimensions of each matrix or to be able to describe each phase of planned change. The object is for these concepts to become operational within the training consultant.

One way of making these concepts operational is for the consultant to develop his own theoretical model of intervention, that is, to make explicit what he does while consulting. Intervention theory means that the consultant makes explicit his idea of what he wants to do, and how he wants to do it.

The format on the following page is suggested as a way of pulling together all the knowledge and the information which becomes available to the consultant by manipulating, studying and analyzing the matrices and the Phases of the Consulting Relationship against the data retrieved from a client system.

This is the way it works:

As the consultant responds to any client system he draws on his knowledge of the dimensions of the Differential Diagnostic Matrix and produces a goal statements which he writes in the GOAL BOX. That is, he writes what he intends to achieve with the client system. He reflects on what he knows and believes about the client system as well as about himself and identifies basic assumptions he must make explicit. These, he writes in the ASSUMPTIONS BOX.

Information gathered in this manner will answer the following questions:

What does the consultant intend to do?
What will his intervention strategy be?
What is his overall plan of change?

THE SITUATION
(A Description of the Client System and Its Problem)

GOAL(S)
(Objectives Being Pursued by the Consultant)

ASSUMPTIONS
(Beliefs Held by the Consultant About the Situation and Himself)

INTERVENTION STRATEGIES
(Jointly Determined by Goals and Assumptions)

INTERVENTION TECHNIQUES

The consultant next carefully studies and reflects on the goals and assumptions and logically derives an intervention strategy or strategies. He writes these in the STRATEGY BOX.

An observer looking in from the outside would check on the internal consistency of these three boxes, and would test to see if anything else should be made explicit in each of the three boxes.

Having an intervention strategy, the consultant is ready to select the techniques that will enable the implementation of the strategy.

Examples given later in this paper illustrate how the matrices work together. The first examples are illustrative of the interdependence of the matrices from the vantage point of the Differential Diagnostic Matrix. The second set of illustrations are presented from the point of view of the Differential Intervention Matrix.

Please keep in mind that the illustrations in this paper are a gross oversimplification of the use of the matrices. The illustrations are consciously artificial and overdrawn. This is done to help the reader get an idea of the relationship of the matrices and of their utilization by the consultant. More experience with the matrices will yield more useful awareness of the many interrelationships possible within them. It will then become possible to identify and make distinctions of increasingly greater complexity.

Interrelation of Matrices

The dimensions of the diagnostic matrix are interrelated. The number of connections that may be made among the possibilities in the matrix are many. In addition, the diagnostic matrix interacts with the intervention matrix. Some examples follow to illustrate the way in which the dimensions of the matrix are interrelated and how the two matrices interact.

SITUATION I

Suppose the consultant has been approached by the principal of a school, who has told the consultant that he needs help to reduce the divisiveness among members of his faculty so they can do necessary planning together. The consultant has agreed to see if he can secure information concerning the situation and report his findings to the principal. He uses the information the principal gives him and studies the diagnostic matrix. He then decides to find out the extent to which *individuals* in the group consider themselves *accepted as members* of the faculty and to find out how they view their *planning* meetings. Based on this decision he selects *data feedback* as his overall strategy. He plans to use an *interview* technique to collect information. At this point he sees his role as *data collector*. His design processes are based on his belief he is assisting with a diagnosis of the situation.

Phase of Planned Change: Clarification and Diagnosis of Client's Problems

Trouble: Divisiveness Among Faculty Members and Poor Planning Meeting

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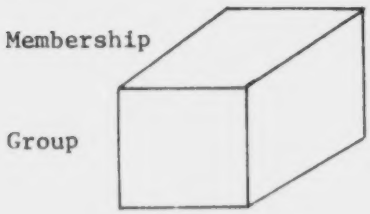
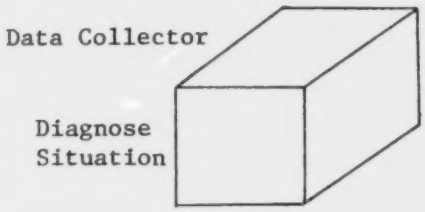
Relevant Data From Diagnostic Matrix



Planning

Relevant Data From Intervention Matrix



Data Feedback

A Case Study of the Consultant's Intervention Theory

GOALS

To collect data from the faculty to prepare report for principal

ASSUMPTIONS

Principal needs more information than he now has. It looks like faculty are blocked by membership issues. Consultant sees himself as capable of doing data collection and analysis

INTERVENTION STRATEGIES

Use data feedback to help principal understand situation

TECHNIQUES

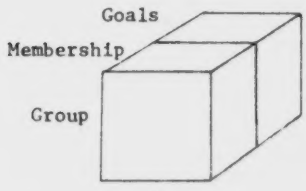
Interview each member of the faculty

SITUATION II

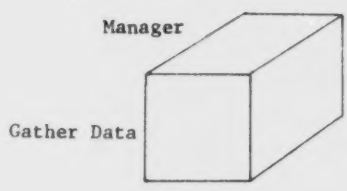
Now the consultant has worked with the principal and faculty. Together they have decided to try to improve their planning skills. The consultant was invited by the faculty to a planning meeting for the purpose of helping them identify their problem with planning. They also agreed that the consultant could involve them in an activity to help in problem identification. Using the information now available, the consultant diagnosed the situation as the *group* experiencing a weakness in its *planning* function--due to unresolved *membership* issues and, possibly, lack of *goal* clarity. At this point design processes were focused on *data gathering*. The consultant selected the strategy of *confrontation*. He decided to use a technique of fishbowl discussion and observation sheets so the faculty would *confront* itself with its own data. The role of the consultant was as *manager* of the confrontation.

Phase of Planned Change:	Examination of Alternate Routes; Establishing Goals
Trouble:	Deciding on Improvement Goal

Relevant Data From Diagnostic Matrix	Relevant Data From Intervention Matrix

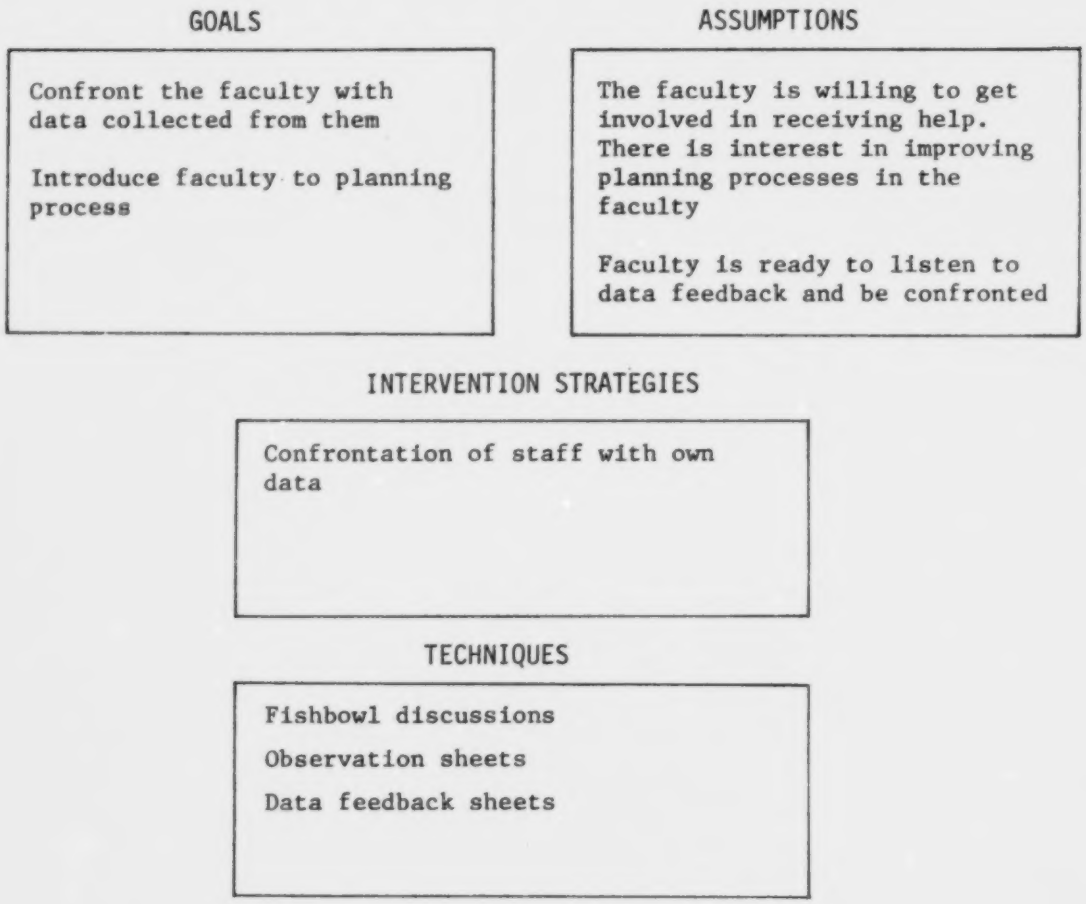


Planning



Confrontation

A Case Study of the Consultant's Intervention Theory


GOALS
Confront the faculty with data collected from them
Introduce faculty to planning process
ASSUMPTIONS
The faculty is willing to get involved in receiving help. There is interest in improving planning processes in the faculty
Faculty is ready to listen to data feedback and be confronted
INTERVENTION STRATEGIES
Confrontation of staff with own data
TECHNIQUES
Fishbowl discussions
Observation sheets
Data feedback sheets

The processes described and diagrammed above may be understood primarily as the relationship between diagnosis and intervention. How does the consultant move from data, to diagnosis, to intervention? The processes represented by the three PETC-II models provide answers to that question. First, the consultant draws knowledge from the Differential Diagnostic Matrix by manipulating its dimensions and identifying what's happening to the client, what the dissatisfactions are, what functions are weak or missing. Second, the consultant develops

a model for intervention by making his goals and assumptions explicit and by selecting intervention strategies and techniques on the basis of such goals and assumptions.

The Differential Intervention Matrix provides for the consultant three dimensions which come together to facilitate the process of designing interventions using problem solving steps. It aids in the selection of appropriate roles, strategies and techniques.

The dimensions of the intervention matrix are interrelated and, in turn, are dependent on the diagnostic matrix. Below are two examples to illustrate the ways in which the *dimensions* of the matrix are *interrelated* and how the use of the intervention matrix can produce a theory of intervention based and dependent upon the data generated by the use of the diagnostic matrix.

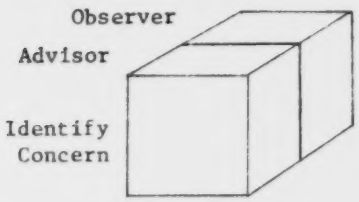
SITUATION III

Another consultant had been invited to work with a group of supervisors on the problem of their dissatisfaction with the way their supervision was being received. The consultant had been invited to a meeting to hear the members of the group identify their problem. The consultant observed while the group attempted an identification of its problem of dissatisfaction with the way the people they supervised were responding to supervision plans the group made. Information retrieved from the meeting suggested the *group* appeared to lack problem solving *skills* which was weakening its ability to *manage* its supervision plan in acceptable ways. After *reporting* this

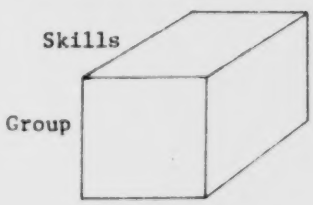
preliminary diagnosis to the group and recommending a one-day *problem solving workshop*, the consultant was engaged as a trainer for such a workshop.

Phase of Planned Change:	Clarification and Diagnosis of System's Problem
Trouble:	Dissatisfaction with Peoples' Responses to Supervision

Relevant Data From Intervention Matrix



Relevant Data From Diagnostic Matrix



A Case Study of the Consultant's Intervention Theory

GOALS

Help client improve ability to identify and solve problems

ASSUMPTIONS

Ability to manage supervision--plans are weak, inefficient.

Group members seem eager to gain problem solving skills

Consultant feels competent as a trainer

INTERVENTION STRATEGIES

Training in problem solving skills

TECHNIQUES

One-day problem solving workshop

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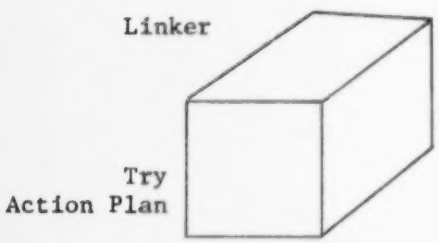
SITUATION IV

The problem solving workshop produced the information that a major problem with the supervisors was poor *communications* with their own clients, providing a major block to *managing* their plans. The consultant selected a strategy for *improving communications*. The timelines for the client system made it impossible for the consultant to provide the *training* in communications the supervisors agreed to engage in, so the consultant *linked* his client system with another trainer.

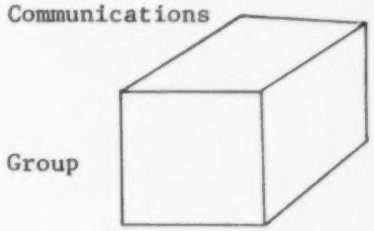
Phase of Planned Change:	Examination of Alternate Routes
Trouble:	Settling for an Action Solution Too Soon

Relevant Data From Intervention Matrix



Improving Communications

Relevant Data From Diagnostic Matrix



Managing

A Case Study of the Consultant's Intervention Theory

GOALS

To increase the supervisor's ability to communicate with their own clients

ASSUMPTIONS

Faculty is willing to take training

Motivation is higher for improving managing functions

INTERVENTION STRATEGIES

Training in communication skills

TECHNIQUES

Link client to another trainer for a one-day workshop

Apply the Matrices Interdependently

The *diagnostic matrix* has significant advantages for the educational training consultant. It provides the consultant with:

1. Concepts for thinking about forces causing a problem for the client system
2. A source of criteria for the selection of a diagnostic approach
3. A cognitive and operational model for identifying areas for his own self-growth
4. A checklist for strategy building

5. A source for the development of diagnostic instruments

6. A base from which to develop a systematic critique of consultant behavior

The *diagnostic matrix* helps the educational training consultant answer such questions as:

1. What is the situation?

2. What is needed?

3. What are the strengths of the client?

4. What are the weaknesses of the client?

5. What additional information is required?

6. What skills are missing?

7. What functions need to be provided or strengthened?

These questions can also be applied to the consultant; that is, the "client" may be the "consultant." Thus, Questions 3, 4 and 5 would be:

3. What are my strengths?

4. What are my weaknesses?

5. What do I need to know?

The *intervention matrix* can also serve the training consultant in several ways. It can serve as a base from which the consultant can identify what he knows and determine what he needs to learn. It can become his checklist for determining strategies in his work with his client system. The matrix is a source of criteria for evaluating consultant strategies selected and roles performed. It may form the base for critiquing consultant work. It can also be a resource to assist in identification of strengths and weaknesses of the client system.

Use of the intervention matrix will produce data to help the consultant answer such questions as those shown below.

1. What role is required of me?
2. What are my resources?
3. What is the most appropriate intervention right now?
4. What planning and designing steps do I need to take?
5. Where is the client system in the Phases of the Consulting Relationship right now?

ASSIGNMENT

Think of a situation where you work, or imagine a situation in which a consultant can influence, educate or change. From this situation, write an illustration applying the matrices. Include some of the following:

1. What the consultant has been asked to do OR

   What the consultant has been doing with the client.

2. Identify the problem statement given by the client OR

   What the consultant perceives the problem to be.

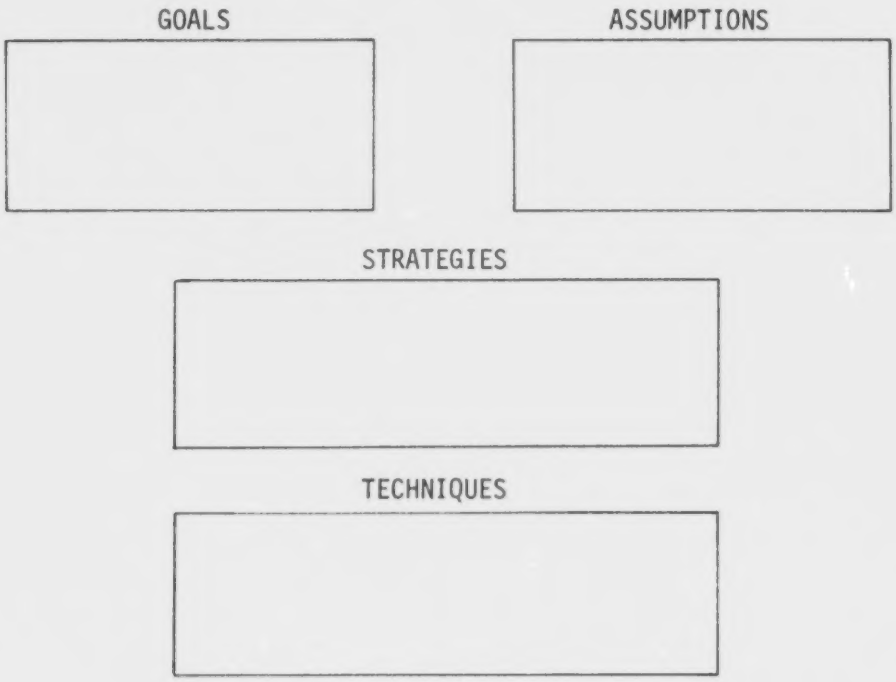
3. What the consultant proposes or has agreed to do.

4. Identify the knowledge he draws from the dimensions of the two matrices.

5. Draw the cells from the two matrices showing diagnosis and intervention data he is using.

6. Identify the Phase of Consulting Relationship which is operating.

7. Draw up a case study of your intervention theory.



WORKSHEET: TRIO RESPONSE TO CASE STUDY Paper 14

As a trio, study the case assigned to you. Complete each section below by writing your recommendations and answering the questions.

Diagnosing Nature of Client's Problem

What seems to be the difficulty? Where does it come from? What's maintaining it?

Assessing Motivation Capacity

What seems to be the present or potential motivations of the client toward and against change?

Appraise the consultant's motives and resources as consultants for this particular client.

Recognizing and Guiding the Phases of the Consulting Relationship

What phases of the consulting relationship for planned change are in operation? What major questions should be raised in these phases?

Defining and Establishing Consulting Relationship

Where is the consultant in his relationship to the client? What actions would you recommend that the consultant take to explore, establish and/or maintain a consulting relationship?

Clarifying or Diagnosing the Client System's Problem

From your reading of the case, what differential diagnostic information can you assume the consultant has? (Consider all dimensions of the diagnostic matrix.)

What major diagnostic questions would you recommend the consultant raise next? What use should the consultant make of the three dimensions of the diagnostic matrix? What differential diagnosis should the consultant produce using cells from the matrix?

What issues would you identify as having implications for the total ORGANIZATION and require that the consultant be alert in order to respond appropriately within the limits and constraints of the PETC-II temporary relationship? (See Paper 16)

Examining Alternative Routes and Goals;
Establishing Goals and Intentions of Action

What goals, assumptions and strategies has the consultant selected? From reading the case, how would you answer? Fill in the boxes.

GOALS

ASSUMPTIONS

INTERVENTION STRATEGIES AND TECHNIQUES

What suggestions would you make to the consultant about roles he should take, things to watch for, other intervention strategies and techniques to consider?

What resources (knowledge, skills, etc.) will the consultant need if he follows your recommendations?

The Consultant Needs to Watch For:

The consultant is internal to the total organization. What would you suggest the consultant watch for in his relationship as internal consultant in this case?

Case 1

THE PROBLEM	Few opportunities exist for junior high students to talk about their personal lives.
THE SETTING	The junior high school is located in a city of about 100,000. The district has weekly meetings of science teachers and has employed a science consultant. In addition, the district has a cadre of organizational consultants who are available to the teachers.
THE SITUATION	A science teacher in the junior high reported to the weekly meeting of science teachers that many students keep coming to him with problems which seem tremendous to them. There is a summer enrichment program in psychology which gives some opportunity for discussion of personal issues. There are health classes in the 8th and 9th grades but boys and girls are segregated. These classes fall short of offering opportunities for discussion.
THE CHANGE NEED	The science teachers appeared interested in introducing an innovation to fill the needs of students. They were willing to enlist the help of the district organizational consultant. It appeared that the teachers were concerned about getting the support and acceptance of school officials and the community for introducing a change. It was also clear that just having more opportunities for discussion would not be sufficient, the teachers would need skills in conducting discussions and getting students to identify and retrieve resources.
PAST ACTIVITIES OF ORGANIZATIONAL CONSULTANT	The organizational consultant was invited to a meeting of the science teachers for the purpose of exploring their concerns about fulfilling the needs of students. During the meeting the consultant and the teachers discussed ways in which the consultant's resources might be utilized. Information was collected from all present about two matters: (a) the extent of the concern of the science teachers; and (b) the extent of the science teachers' interest in enlisting the support of the school system and community for introducing an innovation. The results of the survey indicated that 80 percent of the teachers were greatly concerned and 50 percent were very interested in the attempt to secure school and community support for introducing an innovation.

Case 2

THE PROBLEM	The teachers of a junior high school are disturbed with and fearful of the consequences of the appointment of a new principal to their school.
THE SETTING	This junior high school is one of three in a consolidated school district serving a small town and rural population. The school has a reputation for a building climate of informality and of a relaxed and open approach between administration, faculty and students. It has been known for a conventional, but competent approach to its educational tasks.
THE SITUATION	It is October 1; school has been in session since the day after Labor Day. An announcement has just been received from the Central Office that a new principal has been assigned for the next quarter. This unexpected announcement has disturbed the faculty of the school very much. They are very dissatisfied with the change of principals. Rumors they have heard cause them to fear the new principal is very authoritarian. There is some talk of appealing to the local Classroom Teachers Association to see if something could be done during that quarter to stop the change. A group of the staff have been besieging the acting principal with telephone calls expressing their concern. Another staff group have been in contact with the district organizational consultant about the matter. The learning climate in the school has become tense. Interpersonal relations are becoming increasingly formal. The entire school building is affected.
THE CHANGE NEED	There is a need for an intervention that will clear the air; some kind of resolution to the problem created by the unexpected appointment of an administrator who may disrupt the style of life in the building. The teachers need some help in responding in more productive ways to the new appointment.
PAST ACTIVITIES OF ORGANIZATIONAL CONSULTANT	The organizational consultant has accepted the invitation of a faculty group to meet with them to explore the issues. At the request of the consultant, the rest of the faculty and the administrative staff have been invited to the meeting.

Case 3

THE PROBLEM	Teachers of a new department in a new high school building have no knowledge of how to utilize a team approach to teaching.
THE SETTING	It is June 15. The high school in a community of 50,000 is moving into a new building on September 1. The school has been constructed in such a way as to take full advantage of the potential for more open teaching opportunities. There is provision for large group meetings, small group meetings, coaching, counseling, great freedom in the use of time and space. It will be possible to engage in what is being termed an "interdisciplinary approach to teaching.
THE SITUATION	One of the new departments in the school will be comprised of the old social studies and English departments. The title for this department will be "World Culture." The staff of this new department are all from the old units. They expect work as a team, but are vague as to the implications of this task. At the same time, as a group they have given no evidence of inclination to work on this problem. One teacher is concerned about the lack of experience and training of the staff to become a team and to plan for and manage a complete new approach to teaching and learning. The teacher thinks the staff team needs training in team building, problem solving and communications skills. The teacher shared his concerns with the principal. The principal told the teacher she would call one of the district organizational consultants to see if some help could be provided.
THE CHANGE NEED	The staff team for the "World Culture" department needs to become aware of the implications of being a teaching team. They need to identify and work on issues that arise as a result of increased awareness of what is involved in approaching education in this way. It seems clear the staff team needs skill training in order to be effective.
PAST ACTIVITIES OF ORGANIZATIONAL CONSULTANT	The consultant has agreed to meet with the principal of the school to explore the situation and to decide the next steps.

Key questions to ask about the presence of each dimension:

Is it in this group?
Is it in this group but not acknowledged?
Is it in another group of the organization?
Is it between two groups in the organization?
Is it in the organization structure or its communication network?

Is it in the community?
Is it in the government?

Group Dimensions The Consultant Looks For:	Signs, Clues, Indicators	PETC-II Individual, Dyad, Group Level	PETC-III Organizational Level
Membership	Issues of: distrust, adequacy loyalty, freedom respect, norms		
Influence	Sources of power Patterns of influence Styles of influencing and being influenced		
Feelings	Not free to express feelings Expectations about feelings Openness Levels of trust		
Roles	Clarity of role expectations Missing roles Role congruence Pattern of role relationships		
Communications	The need to know Screening information Two-way communication Gossip, grapevines Bottlenecks, gaps, blocks The influence of roles, norms, feelings		
Values	Value conflicts Goal/value congruence		
Goals	Goal unclarity Goal conflicts Relevance of goals		

Group Dimensions The Consultant Looks For:	Signs, Clues, Indicators	PETC-II Individual, Dyad Group Level	PETC-III Organizational Level
Means	Unrealistic means Means/values uncongruence		
Skills	Imbalance of skills Lack of skills Role/skills incongruence		
Material Resources	Inadequacy Inappropriate Lack of resources		
Energy	Inequitable distribution Overwork Undue conflicts Sapping energy		
Perception	Pluralistic ignorance Misinterpretations Incongruence between intentions and actions Role misperception		
Interdependence	Dependence vs counter-dependence Competition Lack of coordination		
Individual Difference	Lack of recognition of divergence of resources and self-interest		
Productivity	Norms of conformity Quantity ahead of quality Lack of clear goals Lack procedures for effectiveness		
Boundaries	Inflexibility Rigid norms Vulnerability		

Key questions to ask about each function:

Is it in this group?
Is it in this group but not acknowledged?
Is it in another group of the organization?
Is it between two groups in the organization?
Is it in the organization structure or its communication network?
Is it in the community?
Is it in the government?

Functions	Signs, Clues, Indicators	PETC-II Individual, Dyad, Group Level	PETC-III Organizational Level
Managing	Supervision is spotty, absent Things are done haphazardly Things fall in a crack Subparts are counter-dependent Lack of agreement policies/procedures Decisions are made by default		
Planning	Unclear objectives and goals Plans are imposed by central office Lack of long-range planning Lack of similar planning procedures for entire system Lack of agreement on planning procedures Lack of balance between short-range and long-range planning		
Legitimizing	Lack of clear and explicit policies Disagreement about who is to be held responsible Lack of acceptance of legislation Lack of specificity about where responsibility is located Unclarity about delegating responsibility		
Inventing	New ideas are discouraged and/or not supported New ideas are not rewarded Innovations are not shared No procedures provided for creating and sharing innovations Lack a climate that encourages inventing		

Functions	Signs, Clues, Indicators	PETC-II Individual, Dyad, Group Level	PETC-III Organizational Level
Sensing	No provision for detecting and discerning needs Lack of procedures for conducting needs assessment Discourage norms of identifying and reporting needs Closed channels for receiving messages of need		
Evaluating	Evaluation is viewed as a highly specialized function Lack of criteria for judging whether what is desired has been done Lack of usable evaluation procedures across all roles		
Valuing	Lack of openness to hear conflicting value positions Unwillingness to explore value conflicts Lack of procedures for testing whether what is done or is intended is truly desired Conflicting values are repressed		
Storing	Lack of criteria about what to store and what to discard Lack of systematic means of having available what is needed when it is needed		
Retrieving	Lack of a system for retrieving what is needed quickly Subsystems have no means to share resource needs		
Diagnosing	Lack of diagnostic procedures usable by several roles Failure to identify ways that things are operating in relation to each other Inability to identify and analyze the dynamic interrelationships of things Failure to identify what is causing problems		

Functions	Signs, Clues, Indicators	PETC-II Individual, Dyad, Group Level	PETC-III Organizational Level
Assessing	The range of what exists is narrowly conceived Inventory of human resources not done frequently enough or not done at all		
Producing	Lack procedures for getting in touch with needs Lack of clarity as to what the products are Failure to use learner outcomes as referent for determining productivity		
Deciding	Lack of clarity about what kinds of decision-making responsibility belong to different roles Authority to make decisions not being discharged adequately Ambiguity as to how decisions are made Lack of an accountability system to keep track of decisions made		
Reporting	Lack clear definition of a reporting system Unnecessary reporting Incomplete reporting Have not identified the information needs and who needs to report to whom		
Validating	Apparent discrepancy between intentions and actions Lacking to check new ideas and procedures against values and expectations of the organization Lack of systematic and recurrent procedures for testing the underlying assumptions of procedures, policies, decisions		

INSTRUCTIONAL STRATEGY
SESSION 3: ASSESSING AND DIAGNOSING CONSULTANT SKILLS

Time: 3 hrs 50 min*

Time	Steps	Materials	Directions
10	1. Introduction to the Session	Paper 17 Newsprint of steps	1. Ask participants to read Paper 17. Present steps on newsprint and reinforce objectives as needed.
50	2. Produce list of things a consultant does	Paper 18 Paper 19 NCR paper, 2-ply	2. Refer to Papers 18 and 19, Dimensions of the Consultant's Role and Dimensions of the Consultant's Job. Direct trainees to read both papers and to produce a list on NCR paper, answering the two questions: "What is consulting?" and "What does a consultant do?" *Collect one copy* of each trainee's list and post for anyone interested in reading it.
15	3. Discuss lists		3. Ask participants to form a provisional team of two persons and to discuss their lists.
60	4. Inventory personal growth dimensions	Paper 20	4. Form a new provisional team of three persons. Say that this is the final provisional team. In the next session permanent practicum teams will be formed. Direct attention to Paper 20, Personal Growth Inventory. Announce there are 20 minutes to fill out the inventory, and approximately 40 minutes to share in the trio. Ask participants to allow at least 10 minutes for each person to share and discuss. Tell them you will call time every 10 minutes. Ask them *not to do* the last page of inventory at this time.
15	5. Inventory skills needed by consultant	Paper 21	5. Direct attention to Paper 21, Inventory of Some Things Consultants Do. Allow 15 minutes for its completion.

*All times approximate

Time	Steps	Materials	Directions
45	6. Assess own range of consultant roles	Paper 22	6. Ask trios to study the role categories on Paper 22, Some Roles Consultant Can Take. Tell them to help each other think up additional action words they feel should be included under each category and to make an assessment of their competencies for each role.
30	7. Produce a diagnostic summary about self as consultant	Paper 23	7. Refer to Paper 23, Diagnostic Summary Worksheet. Ask each trainee to use the diagnostic and intervention matrices to look at himself as a consultant. Ask each to review his work on Papers 20, 21 and 22 then to produce his own diagnostic summary on Paper 23. Announce that the diagnostic summary will be shared at the first team meeting.

AGENDA FOR SESSION 3: Paper 17
ASSESSING AND DIAGNOSING CONSULTANT SKILLS Time: 3 hrs 45 min

Purpose: To give an opportunity for participants to assess their competencies and identify their own professional needs and goals.

Objectives:

1. Presented with a paper about the dimensions of the consultant's job, participants will read the paper and derive a list answering the following questions: "What is consulting?" and "What does a consultant do?"

2. Given a set of instructions for individual and trio work and provided with sets of assessment and diagnostic worksheets, participants will fill out all forms, applying all criteria from the differential matrices to self as consultant and performing assessment and diagnosis called for including identifying self-improvement goals.

Steps:

1. Introduction to Session
2. Produce a list of things a consultant does
3. Discuss lists
4. Inventory personal growth dimensions
5. Inventory skills needed by consultant
6. Assess own range of consultant roles
7. Produce a diagnostic summary about self as consultant

The paper which follows this one, "Dimensions of the Consultant's Job," was written by Ronald Lippitt and appeared in the *Journal of Social Issues* in 1959. *The Dynamics of Planned Change,* written by Ronald Lippitt, Jeanne Watson and Bruce Westley was published in 1958. These two resources are regarded as classics and are quoted extensively in the literature of planned change. These references form the base for the Phases of the Consulting Relationship for Planned Change model presented in PETC illustrating the major kinds of work a consultant does with various client systems both in short- and long-range relationships.

One of the assumptions of these basic resources is that the consultant must be external to the organization of the client system. In the past decade, however, study and consideration of the consultant's work and how he functions in various kinds of situations has resulted in some additional ways of thinking about his role. The additional concepts do not negate in any way the basic processes Lippitt and others describe the consultant as engaging in. Rather, they suggest the processes may be used successfully by consultants who are internal to the organization of the client system. The PETC instructional systems agree with the position taken by Havelock in *The Change Agent's Guide to Innovation in Education.*[1] He states that the distinctions between internal and external consultants are not always clear. Furthermore, once all the pros and cons have been tallied, it remains unclear whether either internal or external consulting is the superior approach.

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[1]Havelock, Ronald G. *The Change Agent's Guide to Innovation in Education.* Englewood Cliffs, New Jersey: *Educational Technology Publications.* 1973, page 50.

Consultants in the PETC-II practicum will be provided with an external consulting experience. It is likely, however, that most trainees will return to their organizations to function as internal consultants. For this reason, it may be helpful to make some distinctions between the external and internal consultant and to list some advantages and disadvantages of each.

The clearest distinction to be made is that a consultant is external when he comes entirely from outside the organization. The consultant is clearly internal when he is regularly employed by the organization to which he is consulting. The internal consultant's problems are only beginning with this fact, however. In terms of the whole organization he may be internal, but in relation to a given group or consulting assignment he may be perceived as external. For example, a school district may have a full-time organizational consultant on its central office staff. When this consultant responds to a request for help from a school building, is he internal or external to that school building? He may be received as external, even though he is internal to the larger organization of which that school building is a subsystem.

With the complexities of making these distinctions in mind, here is a review of some advantages and disadvantages of both internal and external consulting as identified by Havelock.[2]

Advantages of the Internal Consultant

The internal consultant is familiar with the norms and structure of the total organization or the subsystem; he

[2] Op. Cit., Havelock, pages 50-53

can speak the language; he shares the aspirations, beliefs and needs of the system; he is a known quantity.

Disadvantages of the Internal Consultant

The internal consultant is probably so close to the system's problems that he lacks perspective and objectivity; he may not be viewed as having the necessary skills or knowledge; his power to influence may be limited; impressions and perceptions others have of him may block his effectiveness; his role definitions may not be accepted by others.

Advantages of the External Consultant

He is in a position to look at the client objectively; he is independent of the power structure and can pull out if necessary; he is in a position to bring in something genuinely new.

Disadvantages of the External Consultant

He presents a potential threat because he is a stranger and unpredictable; he may not have the knowledge of an insider of the norms and values of the system; he may not "care" enough and so is seen as relatively indifferent to needs his client feels strongly about.

One more statement needs to be made concerning the consultant role as conceived of in PETC. The Differential Intervention Matrix includes a dimension called "Possible Consultant Roles" which lists 19 different roles the consultant might appropriately take. The important thing about understanding this dimension is that it is to be perceived

differentially and in interaction with the diagnostic matrix. The "role of the consultant" is, then, a combination of roles differentially utilized depending on what the consultant's diagnosis leads him to determine is appropriate for that moment. Havelock offers four categories for understanding the role of the consultant: catalyst, solution giver, process helper and resource linker. These are broader categories which could include most, if not all, of the roles listed in the intervention matrix.

In any case, the consultant's role consists of many things, including the influence of whether he is internal or external to the organization.

DIMENSIONS OF THE CONSULTANT'S JOB[1] Paper 19

Consultation, like supervision or love, is a general label for many variations of a relationship. The general definition of consultation used in this paper assumes:

1. The consultation relationship is a voluntary relationship between
2. a professional helper (consultant) and a help-needing system (client)
3. in which the consultant is attempting to give help to the client in the solving of some current or potential problem,
4. and the relationship is perceived as temporary by both parties.
5. Also, the consultant is an "outsider," i.e., he is not a part of any hierarchical power system in which the client is located.

Some additional clarification of this condensed definition is needed. The client is conceived to be any functioning social unit, such as a family, industrial organization, individual, committee, staff, membership association, governmental department, delinquent gang or hospital staff. The consultant is usually a professional helper, such as a marriage counselor, management consultant, community organizer, minister, social worker, human relations trainer, psychiatrist, applied anthropologist, group therapist or social psychologist. The role of psychological "outsider" may sometimes be taken by a consultant located within the client system, such as a member of the personnel department.

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[1] Lippitt, Ronald. *Journal of Social Issues.* 15 (2): 5-12; April-June 1959. Many of the ideas summarized in this paper are derived from collaboration with Jeanne Watson and Bruce Westley as formulated in the joint publication, *The Dynamics of Planned Change.*

This paper does not consider consultation with the single individual as client. This relationship has been explored extensively in the literature on counseling and psychotherapy. The focus here is on the group or larger social system as client.

One way of examining the role of the consultant is in terms of the series of questions or problems the consultant must pose and work on during the course of a consulting relationship. Each of these questions can be viewed as a professional problem on which information is needed, about which theorizing must be done, action must be taken, and feedback must be sought by the consultant in order to get data about the consequences of the helping actions. The sequence of the questions formulated below does not represent any assumption that this is the orderly flow of questions and problems in the carrying through of a consultation relationship. Many of the questions are being worked on simultaneously at any one time, and the questions keep recurring as the process of consultation unfolds. But in order to formulate them as dimensions of a consultant's role they need to be examined one by one, rather than try to reproduce the multidimentional complexity of the consultant's job as he experiences it at any moment in time.

Question I: What seems to be the difficulty? Where does it come from? What's maintaining it?

Every consultant has a cluster of ideas, or a set of concepts, which guide his perception of "what exists" and "what is going on" when he comes in contact with a particular group or organization or other social unit. This cluster of ideas is his theory about the nature of groups, persons in groups and what makes them behave the way they do.

For some consultants the theory may be largely inarticulate, and the concepts may not have much systematic refinement, or relationship to each other. Nevertheless the consultant must have some kind of theory in terms of which to select "what to see" and "how to understand it" when he views the complexities of group or organizational life. Other consultants approach their task with a relatively systematic framework of concepts such as psychoanalytic theory, structure-function theory, learning theory, social conflict theory or role theory. Those without much theory have a harder time organizing and comprehending what they see. Those with a more systematic theory have a harder time noticing and interpreting important events which are not taken into account by the concepts of their theory.

In addition to having a systematic *descriptive-analytic theory*, the consultant must have a *diagnostic theory* which guides him in focusing on symptoms of pain or disruption in the system, on evidences that things are different from "normal" or "healthy." Usually a diagnostic theory includes both ideas about symptoms or clues that something is wrong, and conceptions about the basic causes of certain patterns of symptoms. In the Lippitt, Watson and Westley study of a wide variety of consultants, it seemed possible to delineate several typical diagnostic orientations such as:

1. An inappropriate distribution of power, too diffuse or too centralized
2. Blockage and immobilization of productive energy
3. Lack of communication between subparts of the system
4. A lack of correspondence between external reality and the situation as perceived by the client

5. A lack of clarity or commitment to goals for action

6. A lack of decision making and action taking skills

These and other theories about "the source of trouble" provide the basis for selective probing to secure information from the client. This information is used to interpret the nature of the difficulty and to make decisions about what type of helping should be tried. Also, such a diagnostic theory helps to define the directions along which improvement which will be watched for in order to know whether the desired consequences are attained.

Because these two frameworks of theory, systematic and diagnostic, play such a central role in the nature and quality of the performance of the consultant, it seems particularly important for research to explore the use in practice of systematic theory, and the development of improved diagnostic theory. One of the most unexplored areas is that of the exact nature of the relationship between general systematic theory about groups and the diagnostic theory about pathology of social systems.

Question II: What are my motives as a consultant for becoming involved in this helping relationship? What are the bases of my desire to promote change?

Being a *professional* helper implies responsibility for a high level of self-awareness about one's own values and needs as they may influence the helping relationship. Some critical observers of the American scene think Americans demonstrate the value that "any change is better than no change." Such a value would relieve both consultants

and clients of a great deal of serious responsibility for goal setting, and would make it easy to label all resistance to change as bad. Clearly, such a position is untenable. Another extreme position is sometimes taken which maintains that any planful efforts to stimulate change in others is *manipulative and undemocratic*. Very little significant work would get done in the world if this unrealistic conception prevailed. The observation of any meaningful social process indicates a picture of continuous efforts of people and groups to influence each other in the interest of various types of goals. The consultant must clarify for himself his own particular goals and motivations for influencing others.

Even in the field of individual psychotherapy a large proportion of the individuals in need of help do not, for various reasons, take the initiative to seek help. Much attention is being given currently to ways of stimulating self-referral and other ways of getting help-needing individuals into contact with consultant resources. It is even harder for groups or organizations as total systems to clarify a need for help and to take the initiative to see it. If one individual, or subgroup, from the potential client approaches a consultant asking for help, can this be considered as a request for help from the total system?

This initiative problem means that consultants who work with groups must be prepared to take active initiative to stimulate and develop helping relationships. This requires a thoughtful job of clarifying values involved in such "intervention" into the ongoing life

of a group. Various consultants have formulated different bases for "the right to intervene" with attempts to give help.

1. Some consultants feel that a group situation is "calling for help" when there is evidence that the social processes of the group are causing individual suffering, such as rejection, isolation, scapegoating. Individual discomfort and frustration of group members is taken as a valid basis for the value judgment that "something needs to be done."

2. Other consultants tend to take a "group welfare" orientation and perceive a basis for intervention when there are symptoms that the group is suffering because of inefficiencies and inadequacies of its efforts to move toward its goals, such as low productivity or failure of group efforts.

3. Other consultants may take an "institutional welfare" orientation and evaluate a group situation as warranting intervention if efforts of a group are causing disruption or "pain" for the larger organization or for neighboring groups, such as breakdown in one department of an organization, or the disruption of the neighborhood life by a delinquent gang.

Many consultants whose reports have been reviewed do not present any explicit rationale for making active influence attempts.

In addition to the "justification for intervention" there is the question of "what the goals are for change." On the basis of his diagnostic observations does the consultant formulate goals for change in the client, or does he work only in terms of goals formulated by the client?

Some consultants feel they are justified in acting only in terms of goals which have been collaboratively formulated and accepted by both the client and the consultant. Other consultants feel they have a right to certain methodological goals, such as using good procedures for problem solving, but have no right to take positions on the answers.

This aspect of the job of the group consultant has received very little critical exploration in the literature. There seems to be a need for active discussion and clarification of the various professional orientations.

Question III: What seem to be the present, or potential, motivations of the client toward and against change?

The analysis of change and resistance forces is an important part of the initial assessment job for the consultant, and also a continuing challenge during all stages of the consulting relationship. A conceptual framework for analyzing these forces has been presented by Lewin,[2] by Coch and French,[3] and by Lippitt, Watson and Westley.[4] These comments are limited to a few special aspects of the motivational situation in working with groups as clients.

In work with individuals, feelings of pain and dissatisfaction with the present situation are most frequently the dominant driving forces for change. In work with groups, however, very often one of the most important motivations, or potential motivations, is a desire to improve group efficiency, to achieve some higher level of functioning even though there may be no critical problems in the present situation. Therefore, one of the consultant's jobs with groups is very frequently to help clarify "images of potentiality," rather than to focus on

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[2]Lewin, Kurt. "Frontiers in group dynamics." *Human Relations*. 1:5-41; 1947.

[3]Coch, Lester and John R. P. French, Jr. "Overcoming resistance to change." *Human Relations*. 1:512-532; 1948.

[4]Lippitt, Ronald, Jeanne Watson and Bruce Westley. *The Dynamics of Planned Change*. New York: Harcourt, Brace, 1958.

ways of alleviating present pain. Perhaps the most crucial aspect of motivational analysis in working with groups is the study of the nature and effects of the interdependence between subparts (e.g., subgroups or departments) in the client system. An eagerness by one subgroup to change may not be a clue to readiness for change of other subgroups or of the total group or organization. Learning about the supporting and conflicting relationships between subgroups is a crucial task, and success in getting these facts will determine to a great degree whether the consultant is able to develop the necessary and appropriate relationship to the total group and to its various subparts. One of the most frequent forms of resistance to change in group clients is the perception by certain subgroups that the consultant is more closely related to other subgroups and is "on their side" in any conflict of interests.

Question IV: What are my resources, as a consultant, for giving the kind of help that seems to be needed now, or that may develop?

The requirements of time and skill needed to carry through a psychotherapeutic relationship with an individual have become fairly clear. Usually the situation is not so clear in working out a consulting relationship with a group or organization. Quite frequently, a consultant relationship with a group is begun which will require much more time and a greater variety of helping skills than are available from the consultant. Two unfortunate things seem to happen more frequently in the consultation with social units than with individuals. Often the consultant offers diagnostic help and arrives at certain

recommendations for improvement or change, but offers no continuity in the actual working through of the meaning of the diagnostic findings for changing procedures, practices and interaction patterns. This dropping of the relationship with the client system at such an early stage in the process of changing often results in disruption and demoralization because of the inadequacy of the client group to cope with the implications for change without further technical help from a consultant. As in the field of medicine, very frequently in the area of group consultation, the consultant who has the analytic skills for diagnosis does not have the training and therapeutic skills required for working through of the implications of the diagnosis. A consultant team would seem to be the creative solution in many cases.

Question V: What preliminary steps of action are needed to explore and establish a consulting relationship?

As pointed out previously, groups as groups are much slower to develop and clarify an awareness of the need for help than are individuals. Therefore group consultants have a greater responsibility for developing techniques of helping the social system develop this awareness through appropriate communication procedures. This often requires taking an active initiative of a kind frowned on in the field of individual consultation. Examples of useful techniques are presented in Lippitt, Watson and Westley.[5]

The defining of a "trial period" or pilot project as a basis for exploring a possible consulting relationship should also be emphasized.

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[5] *Op. Cit.*, Lippitt.

This provides an opportunity to establish relationships to all the different subgroups and to clarify expectations about a readiness to change and about the nature of the consultant's role.

Another problem which is typical at this stage is "getting trapped" into a special relationship with one of the subgroups which makes it difficult to move into a relationship with other subgroups and with the total client system.

In initial contacts it is very difficult to know whether an administrator, for example, is speaking as a representative of the organization, as a representative of a small subgroup or only for himself. The techniques of dual entry and multiple entry have been developed to meet this situation. Getting into contact with the whole client is one of the most challenging skill problems for the group consultant. In an organization or community this often means working closely with a group of representatives from all units to keep channels of communication open to all parts of the system.

Question VI: How do I, as consultant, guide and adapt to the different phases of the process of changing?

The consultant who works through the problems of changing with a group finds that there are several phases or stages to the process, and that these phases require different levels of relationship and different kinds of helping skills. Starting from Lewin's three phase analysis in 1947, Lippitt, Watson and Westley in 1958 discovered in their comparative study of a population of consultants that seven phases could be identified.

with some degree of consistency. These were:

1. The development of a need for change
2. The establishment of a consulting relationship
3. The clarification of the client problem
4. The examination of alternative solutions and goals
5. The transformation of intentions into actual change efforts
6. The generalization and stabilization of a new level of functioning or group structure
7. Achieving a terminal relationship with the consultant and a continuity of change ability

These are very general labels for a great variety of activities, but they do seem to help clarify some of the shifts of goal and changes of consulting activity that take place during the total cycle of a consulting relationship.

As the consultant works with a group on Phase 4, the examination of alternative possibilities for improvement, it usually becomes clear that various types of special skill training will be needed to support the group's change efforts. Most consulting relationships with groups require a consultant-trainer role to carry through an adequate job of problem solving. It is important for the consultant to clarify for himself the nature and the timing of this shift from the more non-directive role of helping a group develop and clarify its own goals for change to the more active, directive role of helping the group learn the procedures and skills needed for them to move with efficiency and success toward the goals they have established. It is an unhappy picture to see a group floundering, unsuccessful in their change efforts

because the consultant has not been able to shift from the consultant role appropriate to the earlier phases of consultation to the more active training role which is usually necessary for the successful carrying through of the later phases of consultation.

Question VIII: How do I help promote a continuity of creative changeability?

A successful process of consultation with an organization or a group ends with at least three kinds of learnings:

1. The organization has learned to cope more adequately with the problem or problems which initiated the consulting process.

2. The organization has learned how to function more adequately in clarifying future problems as they emerge and to make appropriate decisions about seeking outside help when needed.

3. The organization has learned new procedures and new types of organization to help it maintain a healthy state of changeability in adapting to changing conditions and in utilizing potentialities for creative improvement in group functioning and productivity. Perhaps the most challenging task for the consultant in this regard is to discover ways of training the group to use procedures of data collection and analysis on a continuing basis to permit the identification of new problems and possibilities. In small face-to-face groups this may mean helping the group to develop functions of group observation and feedback as a continuing part of the group practice, without continuing dependency on the consultant. In larger organizations it may mean helping in the setting up of new staff functions of data collection, feedback and skill training which will keep the organization tooled up to a continuous process of creative adaptation and social invention.

This is a very incomplete itemization of the dimensions of the consultant's job. Some of the dimensions have been emphasized which

seem to represent a special challenge and need for exploration on the part of consultants working with organizations or groups as contrasted to those working with individuals as clients. Perhaps the greatest challenge is that of continuously exploring the relevance of systematic theory from the behavioral sciences, and finding opportunities for contributing to the body of theory through efforts to achieve a conceptual grasp of "what's going on" as a consultant works at the job of giving help to groups in solving their problems of development and productivity. A basic integration of scientific theory and professional skills will be the continuing need as this field of social engineering develops.

PERSONAL GROWTH INVENTORY

developed by

MICHAEL G. BLANSFIELD and GORDON L. LIPPITT, Ph.D.

SOME GUIDELINES ABOUT PERSONAL GROWTH

_Personal growth is change in attitudes and behaviors which are related to our self concept and our needs as they relate to the achievement of our purposes in life.

_Personal growth is not always possible in all areas of our life. Heredity or strong early environmental forces may bar even desirable changes.

_Habit, attitude and opinion may deter change and growth because they reduce our receptiveness to alternative ways of thinking and acting.

_Defensive behavior patterns will deter change and growth by providing mechanisms for the distortion of reality.

_Personal growth may be accelerated by attitudes and behaviors that are marked by openness, receptivity to new experience, curiosity, eagerness, lack of fear, and experimentality.

_Because of the incredible complexity of who we are, the varying degrees and kinds of self-understanding, and the differences in levels and kinds of aspirations, we are each unique in our need for, and experience of, personal growth.

_Generally we tend to have more ability and potential for personal growth than we credit ourselves with.

DIRECTIONS

This Personal Growth Inventory is designed to help persons examine their own self estimation on a number of important attitudes and behaviors, and to project their future aspirations and goals about these elements of personal growth.

This Inventory may be used by oneself, with one other person who shares with you the process of looking at personal growth needs, or in a group sharing experience. The Inventory is seen as an instrument for learning and is not a test. The items are not inclusive, and space is left for you to add additional items.

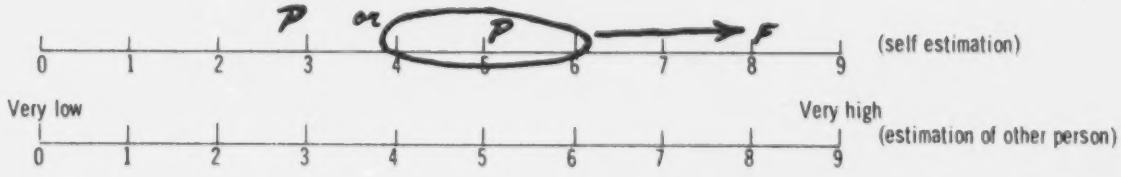
In order to complete this form, please read each scale item and place a "P" at the scale position that describes your self estimation best.

You may see your attitudes and behavior as typically encompassing a segment of the scale, in which case draw a circle around that part of the scale and label the whole area "P". Do the same for each scale in marking on it your aspirations or goals for each item. Mark this point or area "F". ("P" = present, "F" = future.)

After marking each scale twice, go back and check the three or four on which you would most like to change. On each of these scales draw an arrow above the line to indicate the desired direction of change.

(Example)

16. ABILITY TO LISTEN IN AN ALERT AND UNDERSTANDING WAY



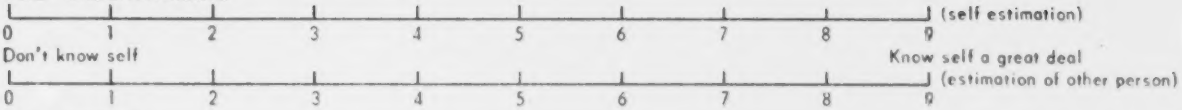
Depending on the learning situation, you may want to have one other person mark on the Estimation of Others line how he sees you and then exchange to discuss one another's estimations and personal growth goals.

You may keep this Inventory after you have finished it. You need not show it to anyone you do not wish to see it. The more accurately you mark each item, the more helpful the discussion that follows will be to you. This inventory is seen as a stimulus for self-examination toward personal growth

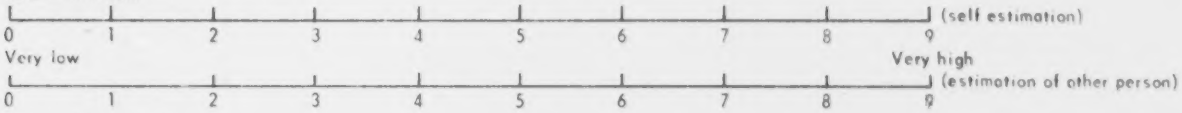
PERSONAL GROWTH INVENTORY

ITEMS

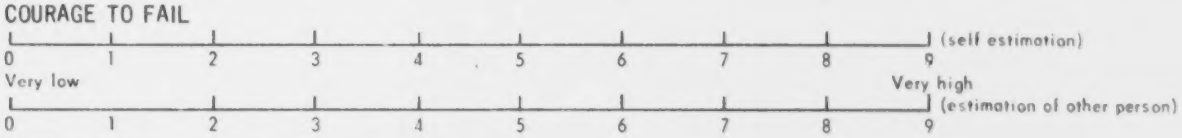
1. SELF UNDERSTANDING



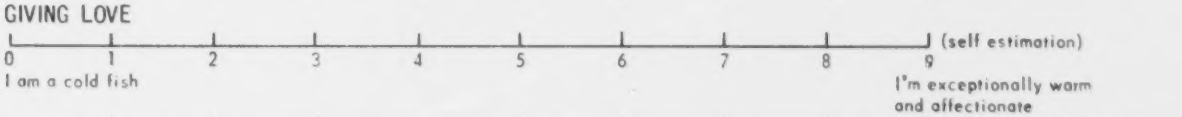
2. SELF ESTEEM



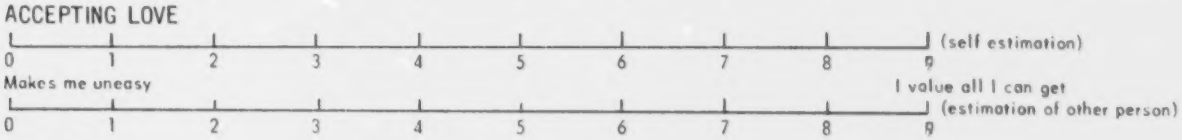
3. COURAGE TO FAIL



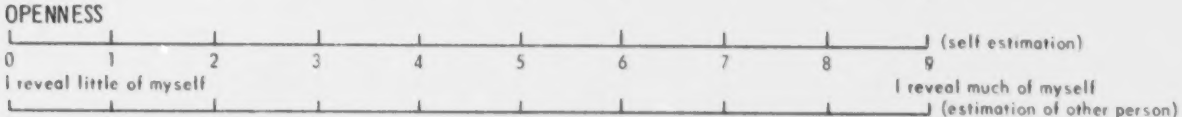
4. GIVING LOVE


(self estimation)
0 1 2 3 4 5 6 7 8 9
I am a cold fish
I'm exceptionally warm and affectionate
(estimation of other person)
0 1 2 3 4 5 6 7 8 9

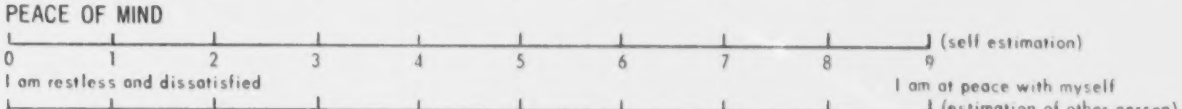
5. ACCEPTING LOVE



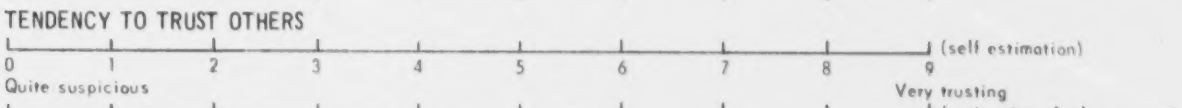
6. OPENNESS



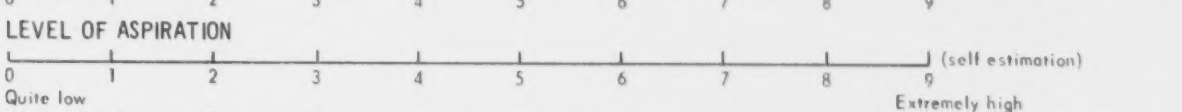
7. PEACE OF MIND


(self estimation)
0 1 2 3 4 5 6 7 8 9
I am restless and dissatisfied
I am at peace with myself
(estimation of other person)
0 1 2 3 4 5 6 7 8 9

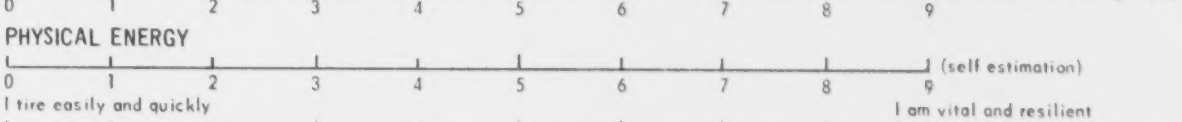
8. TENDENCY TO TRUST OTHERS



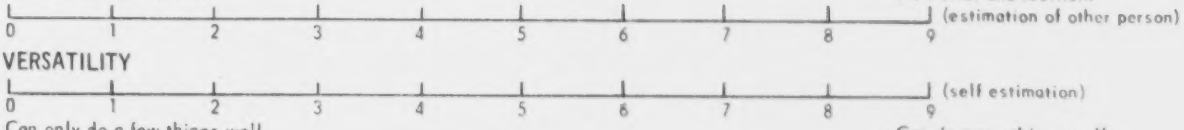
9. LEVEL OF ASPIRATION



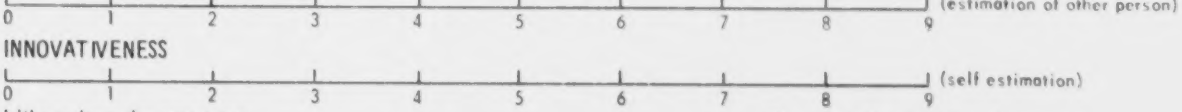
10. PHYSICAL ENERGY



11. VERSATILITY



12. INNOVATIVENESS


(self estimation)
0 1 2 3 4 5 6 7 8 9
I like to keep the status quo
Exceptionally creative and inventive
(estimation of other person)
0 1 2 3 4 5 6 7 8 9

13. EXPRESSING ANGER

0 1 2 3 4 5 6 7 8 9 (self estimation)

I express it openly — I repress it consistently

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

14. RECEIVING HOSTILITY

0 1 2 3 4 5 6 7 8 9 (self estimation)

It immobilizes me — It stimulates me

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

15. CLARITY IN EXPRESSING MY THOUGHTS

0 1 2 3 4 5 6 7 8 9 (self estimation)

Quite vague — Exceptionally clear

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

16. ABILITY TO LISTEN IN AN ALERT AND UNDERSTANDING WAY

0 1 2 3 4 5 6 7 8 9 (self estimation)

Very low — Very high

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

17. REACTIONS TO COMMENTS ABOUT, OR EVALUATIONS OF MY BEHAVIOR

0 1 2 3 4 5 6 7 8 9 (self estimation)

I ignore them — I take them very seriously

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

18. TOLERANCE OF DIFFERENCES IN OTHERS

0 1 2 3 4 5 6 7 8 9 (self estimation)

Very low — Very high

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

19. INTEREST IN LEARNING

0 1 2 3 4 5 6 7 8 9 (self estimation)

Relatively dormant — Very active

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

20. INDEPENDENCE

0 1 2 3 4 5 6 7 8 9 (self estimation)

Very little — A great deal

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

21. VISION OF THE FUTURE

0 1 2 3 4 5 6 7 8 9 (self estimation)

Think mainly of the present — Often try to envision and plan for the future

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

NOTE: List items you feel are important dimensions in your life that you would like to add to the above list.

22.

0 1 2 3 4 5 6 7 8 9 (self estimation)

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

23.

0 1 2 3 4 5 6 7 8 9 (self estimation)

0 1 2 3 4 5 6 7 8 9 (estimation of other person)

FACTORS AFFECTING THE ACHIEVEMENT OF YOUR PERSONAL GROWTH GOALS

Now that you have reviewed both your own self-estimation and, perhaps, others' estimations of your attitudes toward yourself, please read again the guidelines listed at the bottom of the first page.

As you reflect on those items you chose as targets for personal growth, you can, perhaps, see some factors which are supporting the achievement of your goals and some which will tend to block such achievement. A first step could well be the identification of these factors.

FACTORS THAT WILL SUPPORT YOU IN YOUR PERSONAL GROWTH GOALS

Factors in self: _____

_____

_____

Factors in others: _____

_____

_____

Factors in the work situation: _____

_____

_____

FACTORS THAT WILL TEND TO BLOCK YOU IN YOUR PERSONAL GROWTH GOALS

Factors in self: _____

_____

_____

Factors in others: _____

_____

_____

Factors in the work situation: _____

_____

_____

STEPS IN ACHIEVING YOUR PERSONAL GROWTH GOALS

Step 1 – Examine yourself, secure feedback from others, and set your goals.

Step 2 – Analyze the factors that will support or block your personal growth plans.

Step 3 – Plan ways to lessen the effect of the blocking forces in your life and to encourage the supporting forces, set realistic behavior and time targets.

Step 4 – Experiment with new behavior and then get additional data from yourself and others.

These steps will change the forces at work in one's life and the degree of self development. Remember that in every situation there will be some factors which are beyond your control and others which you can influence. This kind of analysis will help you to see where you can concentrate your efforts for maximum personal growth.*

*For a fuller explanation of this approach to understanding and influencing behavior, see **The Leader Looks at Self Development** by Malcolm Knowles. (Washington, D.C., Leadership Resources, Inc., 1965 - revised edition.)

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Assess each category below in relation to your own self-perception. For additional skills or competencies, check the list you produced on NCR paper after reading Paper 19.

Research Utilizing Problem Solving (RUPS)	I Can Do	I Can Help Others Do	I Need More Cognitive and Action Skills
Identify a change need			
Develop awareness of a need for change			
Detect an existing problem			
Define problem using four criteria			
State goal improvement operationally			
Diagnose the problem situation			
Utilize force field technique			
Apply ranking and rating criteria			
Identify information needs			
Retrieve information			
Derive implications from findings			
Produce action alternatives			
Test for feasibility			
Develop plan of action			
Plan adoption and diffusion strategies			
Evaluate			

Interpersonal Communications (IPC)	I Can Do (I Know the Theory)	I Can Help Others Do	I Need More Cognitive and Action Skills
Paraphrasing			
Behavior description			
Describe feelings			
Nonverbal communication			
The concept of feedback			
Expectations and communication			
The interpersonal gap			
The effects of feelings			
Matching behavior with intentions			
Open communication			
Communicating about interpersonal relationships			
Roles and patterns of interpersonal communications			
Norms and communication			
One- and two-way communication			
Communication patterns in an organization			
Communicating under pressure			

Skills Training (PETC-I)	I Can Do	I Can Help Others Do	I Need More Cognitive and Action Skills
Apply criteria to identification of organizational issues			
Diagnose individual and group needs in the area of process skills			
Apply criteria in writing a problem statement			
Identify priorities for skill practice exercises			
Apply criteria for adapting and sequencing skill practice exercises			
Apply guidelines for conducting skill practice exercises			
Evaluate acquisition of skills			
Interpersonal Influence (INF)			
Identify and explain the major concepts, generalizations and principles found in the interpersonal influence system			
Analyze and diagnose forces and effects of interpersonal influence situations using the major concepts, generalizations and principles of the *Interpersonal Influence* system			
Identify and make judgments about characteristics of one's own influence style			
Identify the extent and nature of one's own need to influence			
Demonstrate proficiency in interpersonal and group skills			

1. Under each role category write additional phrases which you think describe what a person can do to perform that role.

2. Rate yourself by placing a + or - after each item to show your present estimate of what you can do.

	+	-
EXPERT:		
Gives expert knowledge	____	____
Reports research findings	____	____
Reports innovations	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
INSTRUCTOR:		
Explains concepts	____	____
Imparts facts	____	____
Instructs about an area of knowledge	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
TRAINER:		
Diagnoses training needs	____	____
Selects skill practice	____	____
Adapts exercises to needs	____	____

TRAINER: (continued)	+	-
Conducts skill practice exercise	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
RETRIEVER:		
Uses force field analysis to identify information needed	____	____
Identifies basic knowledge resources needed	____	____
Collects, excerpts and abstracts information needed	____	____
Brings what is needed to the client	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
REFERRER:		
Recommends sources	____	____
Recommends resource persons	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

	+	-
LINKER:		
Develops connectional procedures between people and resources	_____	_____
Identifies the connecting points between systems and subsystems	_____	_____
Utilizes processes that provide active interdependence	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
DEMONSTRATOR:		
Gives illustrations	_____	_____
Presents graphic examples	_____	_____
Shows how something is done	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
MODELER:		
Acts out behaviors congruently	_____	_____
Gives personal evidence of a behavior	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ADVOCATE:	+	-
Stands behind a goal or value	_____	_____
Articulates a conviction, belief	_____	_____
Focuses on a particular value	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
CONFRONTER:		
Reports behavioral data observed	_____	_____
Gives feedback of feelings and impressions	_____	_____
Reports perceptions	_____	_____
Uses confrontive episodes, incidents and cases	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
COUNSELOR:		
Listens carefully	_____	_____
Uses nondirective approach to help client think through issues	_____	_____
Uses inquiry questions	_____	_____
Uses problem definition analysis techniques	_____	_____
_____	_____	_____
_____	_____	_____

COUNSELOR: (continued)	+	-
_____	____	____
_____	____	____
ADVISOR:		
Suggests alternatives about what client might do, and how to do it	____	____
Uses a more directive approach to suggesting approaches, actions and procedures	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
OBSERVER:		
Keeps account of processes, behaviors and events	____	____
Reports and comments on things that exist and on how things are being done	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
DATA COLLECTOR:		
Designs data collection procedures	____	____

DATA COLLECTOR: (continued)	+	-
Gathers information about what exists, about how things are being done	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
ANALYZER:		
Studies data collected about system	____	____
Interprets the meanings found in data	____	____
Identifies forces for and against	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
DIAGNOSTICIAN:		
Uses force field techniques, data and observations about system to determine why things happen the way they do	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

DESIGNER:	+	-
Determines goals and objectives	____	____
Identifies performance criteria, limits and constraints	____	____
Determines sequence of activities	____	____
Provides rationale for management of design	____	____
Provides action strategies consistent with goals and objectives	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
MANAGER:		
Determines systematic flow of events	____	____
Applies need assessment and planning models	____	____
Directs and guides flow of resources	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

EVALUATOR:	+	-
Determines specific behavioral outcomes	____	____
Develops criteria reference	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

Name_____ Date_____

1. Summarize below your assessment of your consultant skills. (This document will be shared at your first team meeting.)

   Use the diagnostic matrix and the intervention matrix *to look* at yourself *as a consultant*. What data about yourself do you derive from the interaction of the categories in all six dimensions? Review your work on Inventory of Some Things Consultants Do, and Some Roles Consultants Can Take. Determine your needs. Name the skills in specific terms, and describe the kinds of skills you need or have.

   The lists below should reflect your judgment about skills you think you *must* possess, not all skills you *could* possess.

What I Can Do	What I Would Like to Learn to Do Better	What I Want to Learn How to Do

2. In the light of your study, work and experiences so far, write a brief statement in response to the questions: What is consulting? What does a consultant do? Why do you want to be a consultant?

INSTRUCTIONAL STRATEGY
SESSION 4: FORMATION OF TEAMS
AND PLANNING TEAM CONSULTATIONS

Time: 3 hrs 25 min*

Time	Steps	Materials	Directions
10	1. Introduction to the Session	Paper 24 Newsprint of steps	1. Ask participants to read Paper 24. Present steps on newsprint and reinforce objectives as needed.
30	2. Formation of teams		2. Ask participants to form permanent practicum teams of three persons each. Explain that enough client systems have been recruited to allow each team to have a client. Indicate that assignment to client systems will be made in Session 6.** Explain that client information will not be needed before that time, since the rest of Session 4 and Session 5 will be team building activities. See instructional supplement for suggestions on providing information about client systems.

*All times approximate

**Trainers should prepare information sheets about the client systems. Mention the possiblity that confidential client information may be shared with the PETC-II consultant team during their practicum. Emphasize the importance of respecting the client's right to confidentiality of such information during and after the PETC-II experience.

The information sheets will be distributed to the teams in Session 6, Step 2. Teams may press for information about client systems, do not provide such information at this time. Experience indicates that providing client information at this time interferes with team building.

Trainers should also prepare an abstract or copy of the orientation sheets sent to the installers and client systems before training started. This allows the information to become shared with trainee/consultants in Session 6, Step 6.

Time	Steps	Materials	Directions
45	3. Share diagnostic summary in teams	Paper 23 Paper 25	3. Direct trainees to meet as teams to share their diagnostic summaries, Paper 23 and to do the work called for in Paper 25, Inventory of What the Consultant Team Can Do. Emphasize especially the list of things each person wants to do during this workshop to move toward his own improvement goal.
50	4. Team preparation to ask for help	Paper 26	4. Refer to Paper 26, Team Preparation to Ask for Help. Clarify instructions. Announce that for the next 45 minutes each team will concentrate on producing data which will be presented to their consultant team.
65	5. Teams plan to give help	Paper 27 Paper 9 pages 48-75 Paper 28	5. Review in detail the instructions in Paper 27 about planning to give help to another team. Form groups of three teams for a three-team round of consultation, or form groups of two-teams for a two-team round of consultation. (See Session 5 Strategies and Instructional Supplement for more design information.) This consultation takes place in Session 5. The reason for forming these groups now is to allow assignments so a team may plan to give help to another team.

Time	Steps	Materials	Directions
	5. (Continued)		Review each step on Paper 27, Planning Help for Another Team, and reinforce the steps of applying the phases of and the matrices. Call attention to the remainder of Paper 27 and suggest participants read it before Session 5 begins. Refer to Paper 28, Guidelines for Predicting the Effects of and Intervention. Take time to review and reinforce guidelines. Ask trainees to continuously refer to this paper throughout their work in planning an intervention for another team.

Prepare a sheet for each team with information about their client system. Distribute these during Session 6, Step 5.

The sample form below may be used.

Who is the Client?

One person

A group

What is the Client's Task?

Job

Assignment

What Does the Client Say the Problem Is?

Who is the Contact Person?

Name

Phone

Address

When and Where to Contact

What Time Will the Client Be Available for Consultation?

NOTE: MAKE EVERY EFFORT TO ASSIGN TEAMS TO CLIENT SYSTEMS WITH WHICH THEY ARE UNFAMILIAR.

AGENDA FOR SESSION 4: FORMATION OF TEAMS AND PLANNING TEAM CONSULTATIONS

Paper 24
Time: 3 hrs 25 min

Purpose: To form teams and provide an opportunity for each team to plan a strategy for giving help to another team.

Objectives:

1. Given a set of instructions and staff-generated criteria, trainees will form consulting teams and each team will conduct an orientation meeting.

2. Given a worksheet to inventory team consultant skills and instructions for asking help, teams will produce a diagnosis of strengths and weaknesses and a request for help including a need-goal statement.

3. Given the central ideas in Paper 9, a set of instructions for planning to help another team and all data collected on the other team's needs, each team will plan a consultation to provide help for a maximum of 40 minutes. This consultation activity will be done in Session 5.

Steps:

1. Introduction to Session

2. Formation of teams

3. Share individual diagnostic summary

4. Team preparation to ask for help

5. Teams plan consultations

INVENTORY OF WHAT THE CONSULTANT TEAM CAN DO

Paper 25

Names of Team Members_____ Date_____

---

1. Produce an inventory of consultant skills in your team.

   a. Each person review and share Diagnostic Summary Worksheet, Paper 23
   b. Refer to Paper 9 to check the matrices
   c. Apply the matrices to yourselves as a team
   d. Using all the resources above, derive consulting skills to produce inventory

2. Please be specific; i.e., IPC is not a skill but a cluster of skills

WE CAN DO THESE THINGS WELL		WE ARE WEAK IN THESE SKILLS	
Knowing	Doing	Knowing	Doing

TEAM PREPARATION TO ASK FOR HELP

Paper 26
Time: 45 min

Determine What Help You Want

Prepare a request for help from another team.

Use your recollection of the work you did in applying the matrices to cases to help you prepare your request. Plan to make Paper 25 available to the other team. Be explicit about your needs, goals and problems.

Write on newsprint as much information as needed to enable another team to be helpful to you. You will have 10 minutes to present your request for help to the team assigned to help you.

Keep in mind that the other team will have only 45 minutes to work with you.

20-30 min Part 1: Provide Information to the Consultant Team.

Each team will have a maximum of 10 minutes to present their "request for help" and the information they prepared on newsprint during the last activity.

60 min Part 2: Make Plans to Help the Other Team

Guidelines:

1. Your theory of intervention should make explicit your *goals*, your assumptions and your strategies.

2. Your goals and assumptions should determine the strategy or the technique you choose as an intervention.

3. Your goals and assumptions should emerge from a study of the data provided by the team asking for help and from a diagnosis derived from that data. The diagnosis will be based on the Differential Diagnostic Matrix.

Prepare a 45-Minute Intervention to Help the Other Team

1. Study the data and do a diagnosis.

2. Fill in the format on the next page for stating your goals, assumptions and strategies or techniques.

3. Write out your design of steps and/or activities for conducting the 45-minute session with the other team.

4. You are not expected to share with the team your diagnosis of their data, your goals and assumptions unless such information is part of your strategy.

Planning to Give Help to Another Team

SITUATIONS

GOALS

ASSUMPTIONS

INTERVENTION STRATEGIES AND TECHNIQUES

Design of Intervention Strategies or Techniques

1.

2.

3.

4.

5.

6.

Some Useful Guidelines

The effective helper is one who establishes a relationship which makes the person to be helped confident that the helper can be trusted.

The helper chooses from a range of possible behaviors those that are appropriate to the particular situation. He does not have a uniform approach to all clients and situations. The helper focuses on finding out what the problem is as the person being helped sees it and works within that framework as far as possible.

The helper sees his primary function as working on a diagnosis of the problem rather than the solution of it.

The helper tries to reduce any feelings of dependency on the part of the person he is helping.

The helper shares his feelings and motivations with the person being helped and jointly works out a comfortable and clear relationship with him.

The helper recognizes that part of his job consists of "training" the person being helped to use help effectively--by reducing both dependency and resistance.

Some Dos and Don'ts

DO: Act in ways which enable the person receiving help to trust you and to be critical of you.

Act in ways which permit him to influence you as well as to receive influence from you.

Focus your attention on a joint exploration of the actual problem.

Listen! This may be as important as giving information--and it helps to create an atmosphere of "thinking along with," rather than "telling."

Try to determine what you can do to reduce any threat you may be to the other person.

Try to be nonjudgmental of the person receiving help.

Remember that help is only help if it is perceived as such by the person on the receiving end!

DON'T: Get trapped into a "telling" role. This is especially common where the person asking for help is overdependent.

Take advantage of the helping situation to show how bright, knowledgeable and experienced you are.

Meet defensiveness with pressure and argument about the facts. This action usually increases defensiveness and decreases the possibility of "leveling" between the helper and the person being helped.

Confuse helping with reassuring or overpraising the person being helped.

One must be realistic in helping to diagnose the problem even though this may not always be the most pleasant approach to dealing with it.

In Brief

The effective consultant knows that to create conditions for growth, development and productivity, he must understand the nature of the helping process plus his own / resources and motivations well enough to be able to take a helping point of view toward those with whom he must work.

To do this, he must be willing to expend the necessary effort to establish a relationship of mutual trust and confidence with those individuals he is trying to help.

The consultant must be aware that the helpfulness of his efforts will be determined by how those on the receiving end see them and he must be willing to accept this perception.

He should see himself as being primarily concerned with helping his "clients" in the diagnosis of their problems and in developing ways of working on them.

He should be aware of the tendency of people in helping situations to be either overdependent or suspicious of the helper. He should work out his own ways of dealing with these feelings so that they will not interfere with constructive work on the problem.

He must act so that others will have the feeling that he is being truly helpful. This is usually more difficult in situations where there is a great differential in power and authority.

The basic conditions for effective help are:

1. A real desire on the part of the helper to provide help

2. The ability to diagnose each situation independently

3. An effective human relationship including mutual confidence

4. Joint problem-solving on the problem

GUIDELINES FOR PREDICTING THE EFFECTS OF AN INTERVENTION: PREDICTING THE EFFECTS OF YOUR PLANS TO GIVE HELP TO ANOTHER TEAM

The following considerations can serve as guidelines in using the Differential Intervention Matrix to select an intervention strategy or technique for a particular situation. They are not criteria because they do not spell out exactly what should be done. Each situation is unique. You must refer back to the Differential Diagnostic Matrix concerning what you know diagnostically about the team to determine your best course of action.

1. What will this intervention do to the team in terms of its balance of roles, norms, structure and productivity? A change in one part of a team generally results in changes in other parts. Even when the primary change turns out as desired, various kinds of imbalance can emerge which need to be dealt with.

2. What conditions are expected and demanded as a prerequisite in order that the team be able to take constructive advantage of the intervention? What skills, knowledge, material resources or orientation must already exist in the team? Look especially at the adequacy of operational characteristics.

3. If this intervention succeeds, what future demands will it create for the team? How realistic are such demands? What additional changes will be necessary to maintain the benefits of this intervention?

4. What expectations must the team have in order to use and benefit from this intervention? How can appropriate expectations be created?

5. What might be the immediate and long-range side effects of this intervention?

6. How congruent is the role you plan to take in attempting this intervention with the expectations the team has of you? How can appropriate expectations of this role for you be created and maintained? What does your being in this role imply for your future relationship and roles with this team?

7. How adequate are your own resources in aiding this intervention?

INSTRUCTIONAL STRATEGY
SESSION 5: TEAM CONSULTATIONS

FOR THREE-TEAM GROUPS TIME: 2 hrs 05 min*

Time	Steps	Materials	Directions
5	1. Introduction to the Session	Paper 29	1. Ask participants to read Paper 29. Present steps on newsprint and reinforce objectives as needed.
90	2. Three-team round of consultation	Paper 30	2. Give instructions for a three-team round of consultation. Each team will give help, receive help and observe consultations between two teams. There are three rounds, each consultation lasting 30 minutes with a 10-minute observer and team debriefing using the results of Paper 30, Team Observer Guide. Announce that the consulting team is allowed to caucus with the Senior Staff at any time during the consultation. See the instructional supplement for this session for a sample strategy for a fifteen-member workshop.
25	3. Team evaluation	Paper 31	3. Conduct evaluation session. If time permits, ask each team to fill out Paper 31 and use this material as a basis for evaluation.

*All times approximate

FOR TWO-TEAM GROUPS Time: 1 hr 55 min

Time	Steps	Materials	Directions
5	1. Introduction to the Session	Newsprint Agenda	1. Present alternate agenda* for Session 5 on newsprint.
45	2. Team A helps Team B		2. Announce that each helping session will last 45 minutes. Direct Team A to consult with Team B.*
45	3. Team B helps Team A		3. Direct Team B to consult with Team A.
15	4. Team evaluation	Paper 31	4. Refer to Paper 31, Evaluation of Consultation Session. Ask participants to fill out the evaluation sheet and share results in meeting of both teams.

*Alternate Procedure:

1. Team A consults with Team B.
2. Teams A and B fill out Paper 29 on the first consultation round.
3. Share and debrief session.
4. Team B consults with Team A.
5. Repeat Steps 2 and 3 for the second consultation round.

Fifteen-Member Consultation

Below is a sample strategy for the three rounds of a fifteen-member workshop. Each of the five teams has three members.

Number the teams one through five.

Announce there will be three consultation rounds so that each team may give, receive and observe. Each round will last 40 minutes: consultation for 30 minutes, debriefing with the observing team for 10 minutes.

Round 1	Round 2	Round 3
Team 1 helps Team 2 Team 3 observes	Team 5 helps Team 1 Team 2 observes	Team 2 helps Team 3 Teams 1, 4, 5 observe
Team 4 helps Team 5 Senior Staff observes	Team 3 helps Team 4 Senior Staff observes	

Trainer Participation in Critique

This session provides an opportunity for Senior Trainers to participate actively in critiquing, giving feedback and briefly providing a theoretical base for observations.

The Senior Staff has an opportunity for modeling appropriate ways of responding, demonstrating correct application of guidelines for critiquing, demonstrating correct application of the matrices and the phases of the consulting relationship for evaluating consulting efforts of teams at work.

Regardless of the format used for arranging the teams in these consultation rounds, the Senior Staff should be alert to these opportunities for training and teaching.

AGENDA FOR SESSION 5: TEAM CONSULTATIONS

Paper 29
Time: 2 hrs

Purpose: To provide opportunity for teams to carry out their team consultation strategy and to receive feedback.

Objectives:

1. Given all data collected in Session 4 from another team and the self-generated intervention strategy plans, each team will conduct a consultation with another team as a third team observes.

2. Given an evaluation instrument, trainees will evaluate team consultant performance and give feedback.

Steps:

1. Introduction to Session

2. Three rounds of consultation

3. Evaluation and debriefing

Observer 1:

Look for evidence of the consultants adding or strengthening a function to help the client achieve a goal or a value. What is the apparent effect on the client?

Observer 2:

Identify roles taken by the consultants. Count the number of times each role is taken. What is the apparent effect on the client?

Observer 3:

What evidence do you see that the consultants have used the matrices and phases of the consulting relationship to inform the strategy they are employing?

EVALUATION OF CONSULTATION

Paper 31

Names of Client Team Members

Names of Consulting Team Members

CHECK ONE SPACE

1. How much "on target" was the help offered?

Right on Target							Missed the Mark

2. How helpful was the consultant team?

Very Helpful							Little or No Help

3. List two or three things the consultants did that gave you THE MOST help:

   a.

   b.

   c.

4. List two or three things the consultants did that gave you THE LEAST help:

   a.

   b.

   c.

5. If you can, list something you intend to do differently because of this session:

INSTRUCTIONAL STRATEGY
SESSION 6: ENTRY ISSUES AND MAKING PLANS
TO WORK WITH CLIENT SYSTEMS

Time: 8 hrs 20 min*

Time	Steps	Materials	Directions
5	1. Introduction to the Session	Paper 32 Newsprint of steps	1. Ask participants to read Paper 32. Present steps on newsprint and reinforce objectives as needed.
10	2. Assignment to client systems	Information sheets on client systems	2. Announce assignments to client systems. Distribute information sheets. Allow a few minutes to read information. Say that any questions about client systems will be answered in Step 6.
15	3. Imagine meeting the client		3. Ask teams to meet in sextets and sit comfortably, relaxed. Ask them to close their eyes, to imagine their first meeting with a client and to imagine what's happening. After a few minutes ask them to share their fantasies in the sextet.
30	4. Identify myths and facts about entry	Newsprint Felt-tip pens	4. Usually new and unknown situations are approached with certain mind sets. We imagine things, we build false and unfounded expectations. The purpose of this activity is to help break some of these sets. Ask each sextet to write on newsprint a list of entry issues they think important to keep in mind. The list should have two columns labeled FACTS----------MYTHS. Lists will be posted and shared in total group.
5	5. Review PETC-II requirements	Paper 9, page 20	5. Review Figure 1 in Paper 9. Call attention to the differences among the three PETC systems. Especially emphasize the difference between PETC-I and PETC-II. Announce that the planning session for the first client meeting will last 6 hours.

*All times approximate

Time	Steps	Materials	Directions
30	6. Review requirements for planning	Paper 33 Paper 34	6. Go over Paper 33, Checklist for Consultant Team with participants. Review carefully those resource papers listed there that may need extra emphasis. Read and explain the first page of Paper 34, Planning Procedures. Call attention to taping the first 30 minutes and to the items to be used as a guide in taping the last 30 minutes of planning for the first meeting.* Place on newsprint the items to be included in the summary for the last 30 minutes of taping. a. Issues dealt with and resolved before any decisions b. Decisions made c. Delegation of responsibility d. Issues to be resolved e. Goals, assumptions, strategies identified f. Team building issues and concerns Call attention to any other relevant resources that teams may find useful.
		Newsprint of taping summary	

*Distribute tape recorders and cassettes. Ask teams to label each cassette with the names of team members, the number of the session and the date. Some teams may wish to borrow the recorder and extra tapes for the three-day consulting period.

Time	Steps	Materials	Directions
	6. (Continued)	Tape recorder, Cassettes	Examine with participants each page of Paper 34. Make sure they differentiate between pages for first, second and third planning sessions. Give particular emphasis to the Guidelines for Using These Worksheets, page 179. Call attention to the fact that these pages are guidelines and checklists. Participants should not spend time trying to fill out every item unless the information is pertinent to their client. Distribute any additional information on client system to each consulting team. Distribute also a copy of the orientation information sent to installers and client systems before training started. Answer any questions the team may have about their client systems. Announce that there will be a general session at the end of the 6-hour planning session. Announce that the Senior Trainer will monitor the work of the teams and that 40 minutes before the beginning of the general session each team will be asked to begin taping their summary statement of their plans.

Time	Steps	Materials	Directions
10	7. Announcements		7. Make announcements about such things as: a. Meeting time and place for Senior Trainer consultation with teams during three days of consulting work. b. Availability of supplies, resources, copying facilities, etc. c. Expectations for continuing the workshop experience the last three days, resuming time.
6 hrs*	8. Teams plan	Papers 35-41	8. Direct teams to begin planning and work for 6 hours. Announce time for returning to general session.
30	9. Tape record last 30 min		9. Call time and ask teams to record last 30 minutes using suggested items.
		Newsprint	**Collect the tapes and announce that you will listen to the tape of each team to become familiar with their plans and to be able to consult with them during the next three days.

*The time allotted for this session will vary depending on the trainees' individual needs and the planning required to meet their client system.

**The Senior Trainer will listen to these tapes while preparing for consulting with teams during the three days of work with a client system.

STEP 6: Step 6 is loaded with papers for trainees to use or refer to during the planning session. Careful advance preparation should be made for reviewing with trainees' Paper 33 which lists all resource papers needed for planning. Special emphasis should be given to the assignments for taping the 30 minutes at the beginning and at the end of the planning period.

The Senior Trainer is expected to visit the teams during the 6-hour planning session and to monitor the planning process. Monitoring means checking on team progress and offering help in case any team has become bogged down working on issues irrelevant to planning. A schedule of visits to each team may be established. The teams should be encouraged to invite trainers to visit them.

While reviewing Paper 34 the Senior Trainer has the opportunity to elaborate and give emphasis to the potential for learning more about the various dimensions of the consultant role, e.g., implications for "inside" vs. "outside" consultant work; identification of the consultant value system; utilization of organizational theory to respond appropriately to client's issues clearly in the area of organizational development, PETC-III.

The Senior Trainer should make it clear that the system requires the last 30 minutes of planning be taped using the guidelines for a summary. The summary is important in helping teams to close their planning efforts with clarity. In addition, the Senior Trainer needs to listen to these tapes in preparing to consult with teams later.

AGENDA FOR SESSION 6: TEAM PLANNING TO MEET CLIENT SYSTEM

Paper 32
Time: 6 hrs

Purpose: To provide the opportunity for teams to make plans for entry into a real client system.

Objectives:

1. Given instructions for an exercise using imagination, participants will imagine entry into their assigned client system, share these imaginings and identify any entry issues.

2. Given as assignment to a client system, available information about the client, a set of worksheets and all theories and models presented, trainees will assess the extent of their knowledge of the client and make plans to approach the client system applying the Differential Diagnostic Matrix, the Differential Intervention Matrix and the Phases of the Consulting Relationship.

Steps:

1. Introduction to Session
2. Assignment to client systems
3. Imagine meeting the client
4. Identify myths and facts about entry
5. Review PETC requirements
6. Review requirements for planning
7. Announcements
8. Team planning
9. Tape record last 30 minutes of planning

CHECKLIST FOR CONSULTANT TEAMS Paper 33

Use the checklist below to keep track of where you are in your planning for consultation. You will need it for all three planning sessions for client consultation.

First Meeting	Second Meeting	Third Meeting	
☐			Tape recorded the first 30 minutes of planning for first meeting
☐	☐	☐	Recorded differential diagnostic data on Paper 37
☐	☐	☐	Recorded differential intervention data on Paper 37
☐	☐	☐	Recorded action steps to take on Paper 37
☐	☐	☐	Made appointment to interview client representative
☐	☐	☐	Produced topics/questions to use when interviewing client systems representative
☐	☐	☐	Given consideration to entry issues
☐	☐	☐	Given consideration to various methods/means for data collection
☐	☐	☐	Made concrete plans for first meeting with client
☐	☐	☐	Given consideration to own teamwork and team building issues
☐	☐	☐	Made provisions for evaluation and feedback of teamwork
☐	☐	☐	Made role assignments for work with client system and provision for observer role in teamwork including reporting and evaluation of consulting experience
☐	☐	☐	Appointed a person to keep log of activities, Paper 38
☐			Tape recorded the last 30 minutes of planning for first meeting

a. Team issues dealt with and resolved before any decisions were made

b. List of decisions made

c. Delegation of responsibility

d. Issues remaining to be resolved

e. Goals, assumptions, strategies identified

f. Team building issues and concerns

☐ Paper 33 Checklist for Consultant Teams. This is a list to help teams account for every major step to be taken in planning to work with client systems.

☐ Paper 34 Planning Procedures. This paper provides the instructions for the different kinds of activities each team needs to do in order to plan work with client system and to prepare for 30 minutes of taping a summary of plans.

☐ Paper 35 Plans and Log. This paper is for recording team plans and an account of what actually happened with the client system. This information will be shared with the training staff.

☐ Paper 36 Diagnosing Client Issues. This paper will provide a useful guide for detecting signs, clues, indicators revealing difficulties, issues, etc., with regards to *operational characteristics* and *functions*.

☐ Paper 37 Analyzing Team Effectiveness. This paper is an instrument with 8 different rating scales to enable team members to analyze their team effectiveness. Teams are expected to use Paper 37 or Paper 38 to analyze their teamwork during the 6 hours of planning.

☐ Paper 38 Self-Assessment Graph. This paper is an instrument with rating scales in the form of a matrix to enable team members to provide data to each other about their own ratings on the dimensions of free, controlled, encounter and avoidance. Teams are expected to use Paper 37 or Paper 38 to analyze teamwork during the 6 hours of planning.

☐ Paper 39 Five Resources in Planning and Taking Action. This paper was used in *RUPS*. It provides key ideas about basic skills and knowledge planning and taking action. It is considered crucial to the tasks of designing and planning required of a consultant.

☐ Paper 40 Ideas for Gathering Data. This paper was used in *RUPS*. It provides a few ideas and guidelines for deciding on procedures and techniques in collecting information for clients.

☐ Paper 41 Client Questionnaire. Consultant teams are expected to use this client questionnaire as the last activity with their client system. It should give the team feedback information on its consulting efforts.

☐ Paper 42 Agenda for Session 7: Consulting With the Client System. This paper presents purposes and objectives for the three days of training when teams work with client systems.

1. Work individually

   a. Get acquainted with the pages of Paper 34. Fill out as much as you can on those pages calling for preparation for the first meeting.

   b. Identify one or more skills you want your team members to help you strengthen or acquire. Use the information you developed on Paper 23 to guide you in determining what your request for help might include.

2. After 45 minutes or an hour of individual work meet in your teams. Tape the first 30 minutes of your team meeting.

3. Continue working as a team to give consideration to all the items in this paper. Produce your plans to meet your client. Plan how you will help each other with skills acquisition during that period.

> What you write on the pages of *this Paper* should reflect primarily your own *individual* perception and choice. Therefore, draw a circle around any material you write which represents a team consensus or decision. Your team plans will be recorded in Paper 35, Plans and Log.

4. Tape the last 30 minutes of your *6-hour* planning period. Include the following items:

   a. Team issues dealt with and resolved before any decisions were made

   b. List of decisions made

   c. Delegation of responsibility

   d. Issues remaining to be resolved

   e. Goals, assumptions, strategies identified

   f. Team building issues and concerns

   When you have completed your tape give it to the trainer. The trainer will use it for information as needed during the three days of consultation.

5. Be sure to ask a member of your team to keep a record on Paper 35 of your plans and actual activity while consulting with the client system.

A. For each meeting with your client there is a set of three worksheets on which to record your responses to questions. The first directs your attention to the Phases of the Consulting Relationship. The second page is for recording your diagnosis, based on the Differential Diagnostic Matrix. The final page should guide your decisions about utilization of the Differential Intervention Matrix.

INDIVIDUALLY DO AS MUCH AS YOU CAN WITH EACH WORKSHEET. BE SURE TO RESPOND TO THE QUESTIONS HAVING TO DO WITH YOUR OWN MOTIVATIONS, VALUES AND BIASES.

B. When you are ready to record your plans for your meeting with your client, find the appropriate page in Paper 35, Plans and Log, and write your plans as instructed. The plan should emerge as your teams interact with your individual work and as you interface the data from the matrices.

C. A crucial part of your interaction with your client system is making distinctions between what are appropriate PETC-II issues and which issues are PETC-III work. As you do your diagnostic work keep Paper 36 close at hand for continual reference.

PETC-II IS NOT DESIGNED FOR RESPONDING TO ORGANIZATIONAL ISSUES. PAPER 36 AND PAPER 9, PAGES 30-32, ARE A RESOURCE TO HELP IN RECOGNIZING ORGANIZATIONAL ISSUES SO YOU CAN PLAN APPROPRIATE PETC-II INTERVENTIONS AND NOT ATTEMPT TO MAKE PETC-III INTERVENTIONS.

Getting Ready for the
FIRST Meeting With Client System

Name_____ Date_____

Checking on the Phases of the Consulting Relationship

Determine which of the following tasks in the Phases of the Consulting Relationship you need to perform:	What seems to be the difficulty? What does the client say the problem is? What does the client state as a need? What is the request for help?	What seems to be the present or potential motivations of the client toward and against change? What is the client's present awareness of a need for change?	What provisions need to be made to establish and maintain a consulting relationship?
☐ Clarifying or Diagnosing the Problem; Developing a Need for Change			
☐ Assessing Change Possibilities--Motivation Capacity			
☐ Identifying Own Motivations and Resources			
☐ Formulating and Selecting Appropriate Change Objectives			
☐ Planning for Establishing and Maintaining Relationship			

Preliminary Differential Diagnosis

Scrutinize the Differential Diagnostic Matrix, then determine your preliminary diagnosis of client system needs.

Level of Human System	Operational Characteristics	Functions
Determine level or levels of human systems to be given consideration in your diagnosis. (Remember: in PETC-II the level of human system will be individual, dyad or small group)	Determine operational characteristic or characteristics which appear to be the source of difficulty. (Note: Refer to Paper 36 for help in making distinctions between PETC-II issues and PETC-III issues.)	Determine the function or functions of human systems missing or needing strengthening.
	What critical questions are you raising for each operational characteristic?	What ideas (theoretical information) are necessary for you to make the diagnosis and to explain what you have discovered?
	What data should you collect to continue diagnosis?	

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Checking on the Phases of the Consulting Relationship	Scrutinize the Differential Intervention Matrix, then answer the following questions.		
Determine which of the following tasks in the Phases of the Consulting Relationship you need to perform:	In the light of diagnostic work so far:		
	What problem solving stages will you be using?	What role(s) will you be assuming or considering as appropriate in light of your diagnosis of needs?	What intervention strategies and techniques are you considering?
☐ Choosing and Taking Appropriate Type of Roles	☐ Identify Concern		
☐ Building and Maintaining Effective Relationship(s)	☐ Diagnose Situation		
☐ Recognizing, Guiding and Adapting to Phases of the Consulting Relationship	☐ Gather Data		
	☐ Consider Action Alternatives	Why? What personal bias or value position influenced your selection?	Which are you going to implement?
☐ Choosing Specific Techniques; Acquiring and Using Repertoire of Techniques, Strategies, Procedures	☐ Retrieve Resources		
	☐ Try Action Plan		
☐ Planning Generalization and Stabilization of Change	☐ Determine and Maintain Improvement		What is your rationale for these interventions
☐ Planning to Redefine Relationship			

RECORD YOUR PLANS ON PAGE 2 OF PAPER 35

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Getting Ready for the
SECOND Meeting With Client System

Name_____ Date_____

Checking on the Phases of the Consulting Relationship

Determine which of the following tasks in the Phases of the Consulting Relationship you need to perform:	What seems to be the difficulty? What does the client say the problem is? What does the client state as a need? What is the request for help?	What seems to be the present or potential motivations of the client toward and against change? What is the client's present awareness of a need for change?	What provisions need to be made to establish and maintain a consulting relationship?
Clarifying or Diagnosing the Problem; Developing a Need for Change ☐			
Assessing Change Possibilities--Motivation Capacity ☐			
Identifying Own Motivations and Resources ☐			
Formulating and Selecting Appropriate Change Objectives ☐			
Planning for Establishing and Maintaining Relationship ☐			

Continued Differential Diagnosis

Scrutinize the Differential Diagnostic Matrix, then:

Level of Human System	Operational Characteristics	Functions
Determine level or levels of human systems to be given consideration in your diagnosis. (Remember: in PETC-II the level of human system will be individual, dyad or small group.)	Determine operational characteristic or characteristics which appear to be the source of difficulty. (Note: Refer to Paper 36 for help in making distinctions between PETC-II issues and PETC-III issues.)	Determine the function or functions of human systems missing or needing strengthening.
	What critical questions are you raising for each operational characteristic?	What ideas (theoretical information) are necessary for you to make the diagnosis and to explain what you have discovered?
	What data should you collect to continue diagnosis?	

Checking on the Phases of the Consulting Relationship	Scrutinize the Differential Intervention Matrix, then answer the following questions.		
	In the light of diagnostic work so far:		
Determine which of the following tasks in the Phases of the Consulting Relationship you need to perform:	What problem solving stages will you be using?	What role(s) will you be assuming or considering as appropriate in light of your diagnosis of needs?	What intervention strategies and techniques are you considering?
☐ Choosing and Taking Appropriate Type of Roles	☐ Identify Concern		
☐ Building and Maintaining Effective Relationship(s)	☐ Diagnose Situation		
	☐ Gather Data		
☐ Recognizing, Guiding and Adapting to Phases of the Consulting Relationship	☐ Consider Action Alternatives	Why? What personal bias or value position influenced your selection?	Which are you going to implement?
	☐ Retrieve Resources		
☐ Choosing Specific Techniques; Acquiring and Using Repertoire of Techniques, Strategies, Procedures	☐ Try Action Plan		What is your rationale for these interventions?
	☐ Determine and Maintain Improvement		
☐ Planning Generalization and Stabilization of Change			
☐ Planning to Redefine Relationship			

RECORD YOUR PLANS ON PAGE 4 OF PAPER 35

Getting Ready for the
THIRD Meeting With Client System

Name_____ Date_____

Checking on the Phases of the Consulting Relationship

Determine which of the following tasks in the Phases of the Consulting Relationship you need to perform:	What seems to be the difficulty? What does the client say the problem is? What does the client state as a need? What is the request for help?	What seems to be the present or potential motivations of the client toward and against change? What is the client's present awareness of a need for change?	What provisions need to be made to establish and maintain a consulting relationship?
Clarifying or Diagnosing the Problem; Developing a Need for Change ☐			
Assessing Change Possibilities--Motivation Capacity ☐			
Identifying Own Motivations and Resources ☐			
Formulating and Selecting Appropriate Change Objectives ☐			
Planning for Establishing and Maintaining Relationship ☐			

Continued Differential Diagnosis

Scrutinize the Differential Diagnostic Matrix, then:

Level of Human System	Operational Characteristics	Functions
Determine level or levels of human systems to be given consideration in your diagnosis. (Remember: in PETC-II the level of human system will be individual, dyad or small group.)	Determine operational characteristic or characteristics which appear to be the source of difficulty. (Note: Refer to Paper 36 for help in making distinctions between PETC-II issues and PETC-III issues.)	Determine the function or functions of human systems missing or needing strengthening.

Getting Ready for the THIRD Meeting With Client System

Checking on the Phases of the Consulting Relationship	Scrutinize the Differential Intervention Matrix, then answer the following questions.		
	In the light of diagnostic work so far:		
Determine which of the following tasks in the Phases of the Consulting Relationship you need to perform?	What problem solving stages will you be using?	What role(s) will you be assuming or considering as appropriate in light of your diagnosis of needs?	What intervention strategies, procedures and techniques are you considering?
☐ Choosing and Taking Appropriate Type of Roles	☐ Identify Concern		
☐ Building and Maintaining Effective Relationship(s)	☐ Diagnose Situation		
☐ Recognizing, Guiding and Adapting to Phases of the Consulting Relationship	☐ Gather Data		
☐ Choosing Specific Techniques; Acquiring and Using Repertoire of Techniques, Strategies, Procedures	☐ Consider Action Alternatives	Why? What personal bias or value position influenced your selection?	Which are you going to implement?
☐ Planning Generalization and Stabilization of Change	☐ Retrieve Resources		
☐ Planning to Redefine Relationship	☐ Try Action Plan		What is your rationale for these interventions?
	☐ Determine and Maintain Improvement		

RECORD YOUR PLANS ON PAGE 6 OF PAPER 35

PLANS AND LOG Paper 35

Names_____Date_____

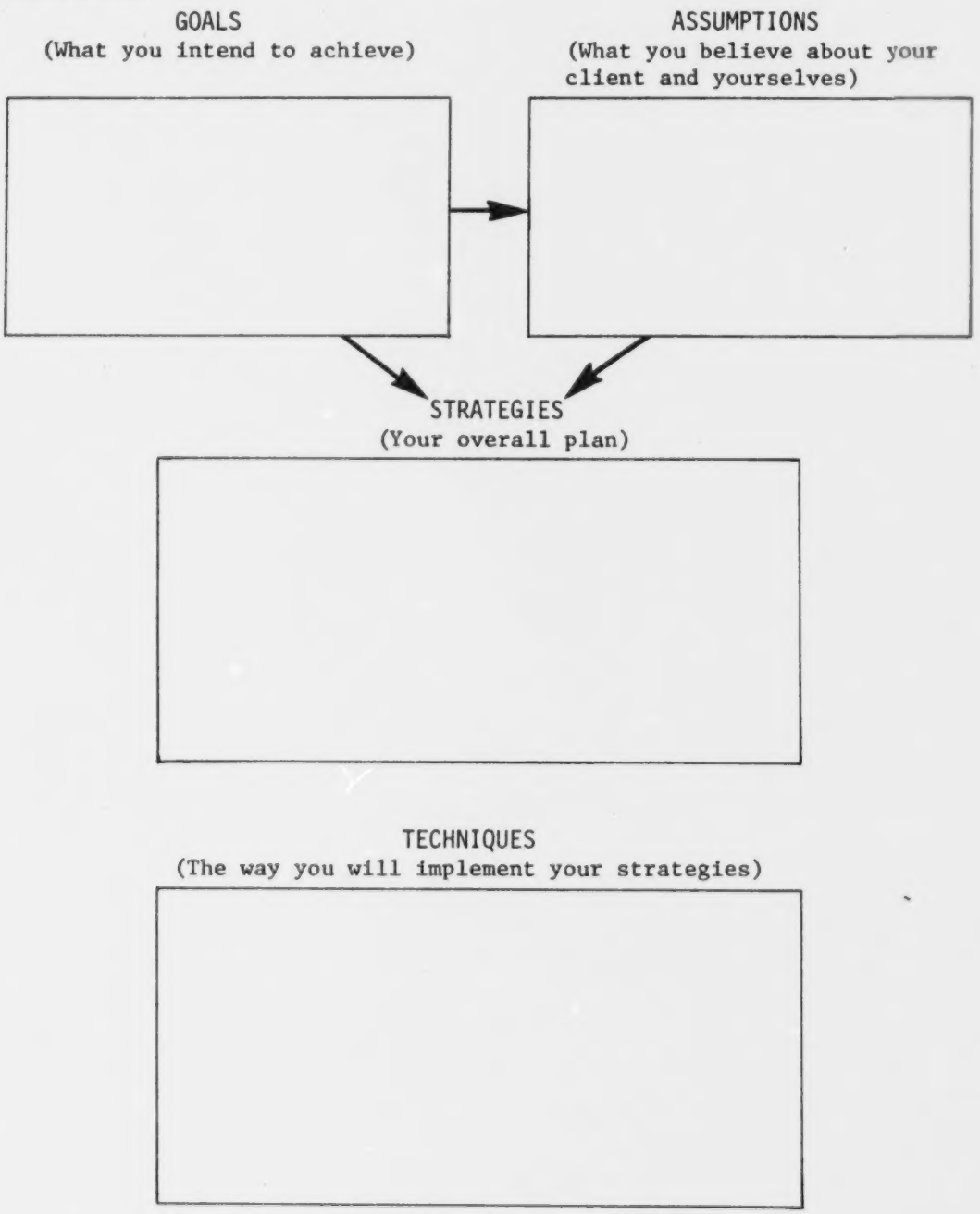
This is your team record of your consulting plans. It is also a log of what actually happened during the consultation meetings. One page is provided to record your plans and another is included to record what actually happened.

Ask one member to record the team plans and to keep the log of what actually happens in each of the meetings with your client system.

Please be sure to keep clear and complete records. You will be asked to use these records in analyzing your consulting experience and to exchange them with another team for their information on your consultation.

Names of
Team Members_____Date_____

Team Plans



Names of
Team Members_____Date_____

What We Actually Did:

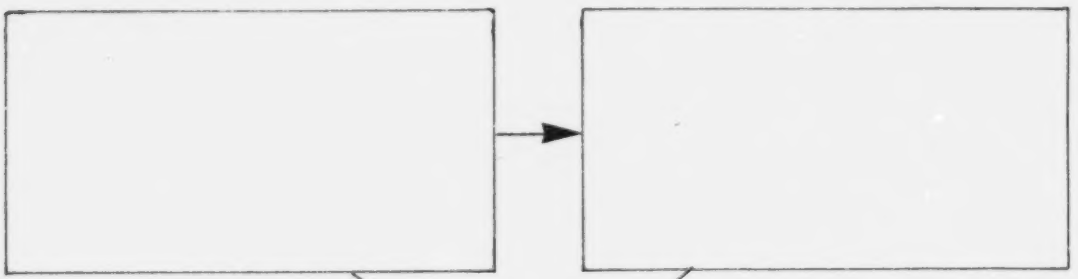
If there is a discrepancy between your plans and what actually happened indicate below the reasons your plans may have been different from your actual activity.

Names of
Team Members_____Date_____

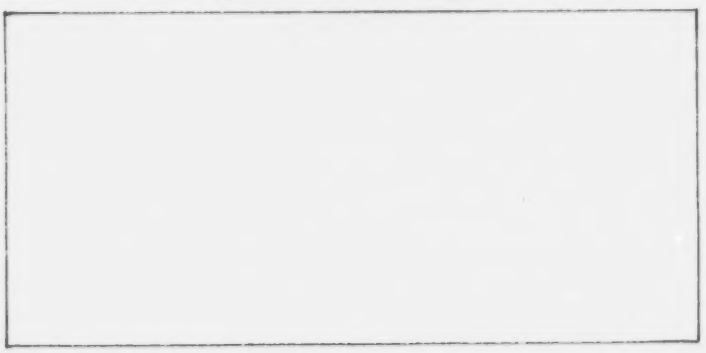
Team Plans

GOALS
(What you intend to accomplish)

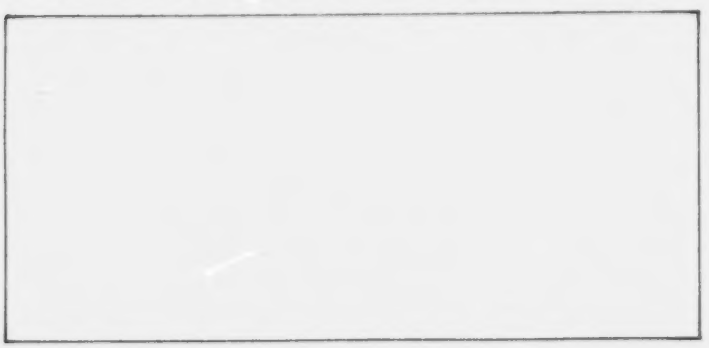
ASSUMPTIONS
(What you believe about your client and yourselves)



STRATEGIES
(Your overall plan)



TECHNIQUES
(The way you will implement your strategy)



Names of
Team Members_____Date_____

What We Actually Did:

If there is a discrepancy between your plans and what actually happened, indicate below the reasons your plans may have been different from your actual activity.

Name of
Team Members_____Date_____

Team Plans

Names of
Team Members_____Date_____

What We Actually Did:

If there is a discrepancy between your plans and what actually happened, indicate below the reasons your plans may have been different from your actual activity.

Key questions to ask about the presence of each dimension:

Is it in this group?
Is it in this group but not acknowledged?
Is it in another group of the organization?
Is it between two groups in the organization?
Is it in the organization structure or its communication network?

Is it in the community?
Is it in the government?

Group Dimensions The Consultant Looks For:	Signs, Clues, Indicators	PETC-II Individual, Dyad, Group Level	PETC-III Organizational Level
Membership	Issues of: distrust, adequacy loyalty, freedom respect, norms		
Influence	Sources of power Patterns of influence Styles of influencing and being influenced		
Feelings	Not free to express feelings Expectations about feelings Openness Levels of trust		
Roles	Clarity of role expectations Missing roles Role congruence Pattern of role relationships		
Communications	The need to know Screening information Two-way communication Gossip, grapevines Bottlenecks, gaps, blocks The influence of roles, norms, feelings		
Values	Value conflicts Goal/value congruence		
Goals	Goal unclarity Goal conflicts Relevance of goals		

Group Dimensions The Consultant Looks For:	Signs, Clues, Indicators	PETC-II Individual, Dyad Group Level	PETC-III Organizational Level
Means	Unrealistic means Means/values uncongruence		
Skills	Imbalance of skills Lack of skills Role/skills incongruence		
Material Resources	Inadequacy Inappropriate Lack of resources		
Energy	Inequitable distribution Overwork Undue conflicts Sapping energy		
Perception	Pluralistic ignorance Misinterpretations Incongruence between intentions and actions Role misperception		
Interdependence	Dependence vs counter-dependence Competition Lack of coordination		
Individual Difference	Lack of recognition of divergence of resources and self-interest		
Productivity	Norms of conformity Quantity ahead of quality Lack of clear goals Lack procedures for effectiveness		
Boundaries	Inflexibility Rigid norms Vulnerability		

Key questions to ask about each function:

Is it in this group?
Is it in this group but not acknowledged?
Is it in another group of the organization?
Is it between two groups in the organization?
Is it in the organization structure or its communication network?

Is it in the community?
Is it in the government?

Functions	Signs, Clues, Indicators	PETC-II Individual, Dyad, Group Level	PETC-III Organizational Level
Managing	Supervision is spotty, absent Things are done haphazardly Things fall in a crack Subparts are counter-dependent Lack of agreement policies/procedures Decisions are made by default		
Planning	Unclear objectives and goals Plans are imposed by central office Lack of long-range planning Lack of similar planning procedures for entire system Lack of agreement on planning procedures Lack of balance between short-range and long-range planning		
Legitimizing	Lack of clear and explicit policies Disagreement about who is to be held responsible Lack of acceptance of legislation Lack of specificity about where responsibility is located Unclarity about delegating responsibility		
Inventing	New ideas are discouraged and/or not supported New ideas are not rewarded Innovations are not shared No procedures provided for creating and sharing innovations Lack a climate that encourages inventing		

Functions	Signs, Clues, Indicators	PETC-II Individual, Dyad, Group Level	PETC-III Organizational Level
Sensing	No provision for detecting and discerning needs Lack of procedures for conducting needs assessment Discourage norms of identifying and reporting needs Closed channels for receiving messages of need		
Evaluating	Evaluation is viewed as a highly specialized function Lack of criteria for judging whether what is desired has been done Lack of usable evaluation procedures across all roles		
Valuing	Lack of openness to hear conflicting value positions Unwillingness to explore value conflicts Lack of procedures for testing whether what is done or is intended is truly desired Conflicting values are repressed		
Storing	Lack of criteria about what to store and what to discard Lack of systematic means of having available what is needed when it is needed		
Retrieving	Lack of a system for retrieving what is needed quickly Subsystems have no means to share resource needs		
Diagnosing	Lack of diagnostic procedures usable by several roles Failure to identify ways that things are operating in relation to each other Inability to identify and analyze the dynamic interrelationships of things Failure to identify what is causing problems		

Functions	Signs, Clues, Indicators	PETC-II Individual, Dyad, Group Level	PETC-III Organizational Level
Assessing	The range of what exists is narrowly conceived Inventory of human resources not done frequently enough or not done at all		
Producing	Lack procedures for getting in touch with needs Lack of clarity as to what the products are Failure to use learner outcomes as referent for determining productivity		
Deciding	Lack of clarity about what kinds of decision-making responsibility belong to different roles Authority to make decisions not being discharged adequately Ambiguity as to how decisions are made Lack of an accountability system to keep track of decisions made		
Reporting	Lack clear definition of a reporting system Unnecessary reporting Incomplete reporting Have not identified the information needs and who needs to report to whom		
Validating	Apparent discrepancy between intentions and actions Lacking to check new ideas and procedures against values and expectations of the organization Lack of systematic and recurrent procedures for testing the underlying assumptions of procedures, policies, decisions		

Individually analyze your team on the following variables by rating it on a scale of 1 to 7 (7 = ideal). Then, as a team, discuss in depth the situation surrounding each variable, paying particular attention to those for which a rating is below 5 or for which individual ratings show wide discrepancy. Formulate some ideas as to why these perceptions exist. Place one check for the team on each scale.

1. Degree of Mutual Trust

	1 2 3 4 5 6 7	
High Suspicion	☐☐☐☐☐☐☐	High Trust

2. Degree of Mutual Support

	1 2 3 4 5 6 7	
Every Person for Himself	☐☐☐☐☐☐☐	Genuine Concern for Each Other

3. Communications

	1 2 3 4 5 6 7	
Guarded, Cautious	☐☐☐☐☐☐☐	Open, Authentic

4. Team Objectives

	1 2 3 4 5 6 7	
Not Understood by Team	☐☐☐☐☐☐☐	Clearly Understood by Team
Team is Negative Toward Objectives	☐☐☐☐☐☐☐	Team is Committed to Objectives

5. Handling Conflicts Within Team

	1 2 3 4 5 6 7	
Conflicts are Denied, Avoided or Suppressed	☐☐☐☐☐☐☐	Conflicts are Confronted and Worked Through

6. Utilization of Member Resources

	1 2 3 4 5 6 7	
Abilities, Knowledge and Experience Are Not Utilized by the Team	☐☐☐☐☐☐☐	Abilities, Knowledge and Experience Are Fully Utilized by the Team

7. Control Methods

	1 2 3 4 5 6 7	
Control is Imposed on Us	☐☐☐☐☐☐☐	We Control Ourselves

8. Organizational Environment

	1 2 3 4 5 6 7	
Restrictive; Pressure Toward Conformity	☐☐☐☐☐☐☐	Free; Supportive, Respect for Individual Differences

There are a number of dimensions relevant to an analysis of interpersonal and intergroup relations. Two dimensions emerge as being especially useful for analysis of relations in organizational work. These dimensions are free-controlled and encounter-avoidance. Together these form a graph which can be used to describe many different levels in the work of the participants.

FREE-CONTROLLED. This dimension includes the relationships among individuals and groups, and between groups that are characterized by concepts such as power, influence, control, manipulation, autonomy, limits, dependence, submissiveness and domination. In addition to describing relationships, this dimension can also be applied to educational theory and to specific program designs which are developed for educational purposes. In this context, degree of structure, areas of free movement, rules, norms and laws are examples of relevant concepts.

ENCOUNTER-AVOIDANCE. As with the freedom-authority dimension, encounter-avoidance can be used to describe relationships between and among individuals and groups as well as to describe educational program practices. The kinds of concepts which are relevant relationships include confrontation, rejection, inclusion, dialogue, participation, cohesion, anomie, conflict, relationship, belonging and aloneness. In program design, this dimension refers to participative learning, group process concerns, interdependence as well as active and passive roles for the learner.

THE GRAPH. When these two dimensions are put on two different axes, they form a four-quadrant grid as shown below.

Encounter

3

2

1

Free 3 2 1 1 1 2 3 Controlled

1

2

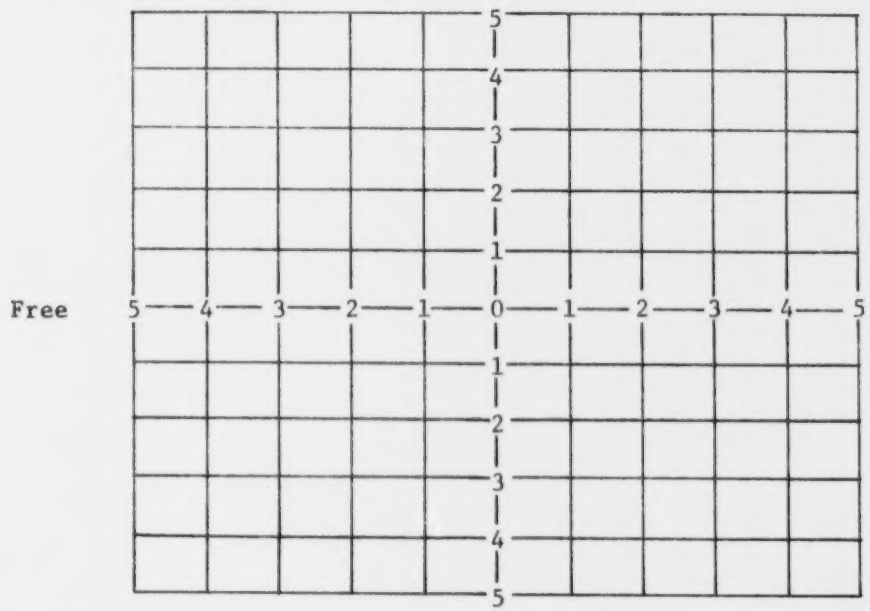
3

Avoidance

Adjectives can be applied to relationships and learning designs in each of these four quadrants. An important feature of the dimensions in this graph is that any given point on the graph does not have a fixed value position as good or bad and, depending upon the situation being faced and the maturity of the individuals and the groups involved, the value connotations to any particular point will change. As an example, there are conditions in a supervisory relationship where a high degree of control may be a healthy situation, while in another instance a great deal of freedom and permissiveness would be a wiser course of action. It is probably true that one can find extremely dysfunctional relationships on both extremes of either dimension.

SELF-ASSESSMENT GRAPH FOR INTERPERSONAL RELATIONS

Encounter



Avoidance

Place an x for yourself at the point on the graph that represents how you saw yourself during the last session.

Place the initials of other persons in the group at the place on the graph that represents how you saw each of them during the last session.

1. Check a place below which indicates how you felt about your behavior during that session.

Very Satisfied	Quite Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Quite Dissatisfied	Very Dissatisfied

2. Jot down a few words or phrases to indicate why you participated the way you did.

1. Force Field Analysis

Two kinds of analyses can be done on a force field--the *diagnostic analysis* and the *strategy analysis*. During the diagnostic phase of problem solving, forces can be ranked for importance and rated for clarity. The force field is then analyzed to consider the need for collecting data to further clarify the problem situation. During the later phase of planning for action, the forces can be rated for changeability. That is, how easy or difficult would it be to change each force? Force fields may be written for each of the forces concerning their changeability. These are analyzed to plan a strategy of action. One generally aims to change those forces that appear high in importance and most changeable.

The following factors are considered in using the force field to plan a strategy of action. There are four ways to cause the situation to change from what it is now.

Add a force

Eliminate a force

Strengthen a force

Weaken a force

Usually change is attempted by adding forces. The result is that we don't get closer to the goal, but only wind up with greater forces on both sides and more tension in the situation.

*Paper 39 is a duplicate of Handout 65 from *RUPS: Research Utilizing Problem Solving* by Charles Jung, René Pino and Ruth Emory. Portland, Oregon: Northwest Regional Educational Laboratory. 1970.

It is often helpful to take an approach of seeking to reduce some of the restraining forces, the forces pushing against movement toward the goal. Sometimes it even helps to start by reducing a force in the situation. The force field diagram can help you select the forces that might best be used to bring about a constructive change.

2. Management Considerations

It will be very important to work through the following management considerations carefully as you carry out your action plan for improvement. It is not intended that these questions imply a general right or wrong way of doing things. *Every situation is unique.* It is suggested that, in any given situation, the way you work out the answers to these questions of management will strongly influence how your action effort turns out and the kinds of side effects it may have! The overall question that applies to each of the following is: *What is the most constructive way to do it this time?*

Questions

A. Is there an awareness of a *need* for change among those who will be affected by the proposed change?

B. What are your own *motives;* why do you desire to see this change come about?

C. What are the present or potential, *motives,* for desiring to see this change come about among those who will be affected?

D. What is the nature of your *relationship* with those who will be affected by this change? (For example, are you the "helper" and they the "helpees"? Is it the other way around? Are you seen as an authority figure and/or an expert? Did you mutually establish the relationship or is it simply one set up by your role as with a teacher-pupil, etc.?)

E. Are those who will be affected by the change *working with you* on clarifying the nature of the situation?

F. Are those who will be affected by the change *involved in considering* alternative ways for bringing it about?

G. If you and the others have arrived at a point of having some clear intentions for change, what has to happen to move from the stage of having good intentions to the stage of *making actual change efforts?*

H. Are those who will be affected by the change the *ones carrying out* the plan to bring about the change?

I. How will you know if the *change has really happened*, and if so, why it did or did not happen?

J. If the change has happened, what *support* will be necessary in order for it to continue in the new way?

K. Are those who were involved in this effort now *more able* to carry out other change efforts in the future?

3. Helping Relationships

Research indicates most of us benefit from having support from others when we try to do something new or different. In fact, many action efforts never really get started because of lack of active support. In undertaking an improvement effort, whom can you turn to for encouragement, for fresh ideas and ways of looking at the situation or to argue with you to help bring out the things you haven't thought of? Whom can you seek out to build these kinds of helping relationships for yourself?

4. Scientific Knowledge

Implications for action can be derived from research findings. First, one must retrieve research that fits a particular action question. Research is available not only on classroom conditions which influence children, but also on organizational and community

conditions which affect the learning experiences of children by influencing the teacher and the ways things happen in a school system.

5. Self-Initiation Skills

The most important resource may well be your own willingness to *take initiative*. The whole process of problem solving/action taking involves many steps. There are many points along the way where you might get bogged down. It often can be helpful to ask yourself, "Where am I in the process right now and what are the next steps I need to take?" Sometimes it is hard to stir up your initiative to really take a next step. When you get bogged down this way, it can help to take a few minutes to work out a force field on yourself. What are the forces for and against your getting active in moving on to the next step? Once you've spotted these forces, you can work out a plan to support your own initiative.

There are many ways of gathering data. In one sense, we are gathering data *all the time* by being aware of what is happening around us. Most of the things we are aware of are not really news to us. They are things we fully expected. *The force field diagnostic technique can help us pick out things we want to check on more carefully.* Suppose we want to know how the children feel about a particular activity or about being helpers to each other in the classroom. There are a variety of ways to gather such data. Some of these will be suggested below. Before you select one of them for any particular occasion, there are a few important questions to consider.

These are the kinds of questions that social scientists are concerned with when they gather data. You will be increasing your own data gathering skills each time you work through these questions as part of a data gathering effort.

1. What will be the respondents' reaction to being asked this question in this way?

2. How will I know this question has the same meaning to the respondent that it has to me?

3. Will the respondents feel free to give their own reactions, or will they be more apt to give answers that they think somebody wants to hear?

4. Is this question clear enough so a respondent will answer it the same way each time it is asked, barring some major change in the situation?

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*Paper 40 is a duplicate of Handout 31 from *RUPS: Research Utilizing Problem Solving* by Charles Jung, René Pino and Ruth Emory. Portland, Oregon: Northwest Regional Educational Laboratory. 1970.

Here are some ways to gather data:

1. Written Questionnaire

Open-Ended Answers:	Anything from finishing a sentence to writing an essay
Multiple Choice:	Forced choice where you must pick only one, or free choice where you select as many as are correct for you
Preferred Choice:	A form of forced choice where you select the things you like best or least as compared with other things (Would you rather be a helper in reading or arithmetic?)
Scaled Response:	On a five point scale where 1 is "not at all" and 5 is "very much," check how you liked the way we worked on social studies today; for younger children: Check the face that shows how you feel about our new workbooks

2. Interview: May be open and free-flowing, or highly structured with the questions figured on in advance and closely adhered to.

Total Group:	Discussion where questions are raised to see how they are responded to in the total group
Small Group:	A certain combination of people who are relevant are brought together for discussion
Key Informant:	Data is gathered from one or more individuals whom you have reason to believe can give accurate views on what the others would say
Each Individual:	An interview where each individual answers the questions by himself

When selecting tools for data collection, two factors should be kept in mind:

1. The selection of one force to seek data about should be based on its probable importance. This is determined by an examination of the *ranking* and *rating* of all the forces.

2. The method by which data is gathered should be determined by considering the kind of information needed against a consideration of the possible effects of trying to get that information in a particular way.

The selection of the inquiry tool should relect *the best possible match* between these two factors.

CLIENT QUESTIONNAIRE Paper 41

Your consultant team will need one copy of the Client Questionnaire for each person in the client system. There are four copies of this questionnaire in each set of the Participant Materials. The questionnaire should be presented to your client system as the last item in your consulting plan.

The information gathered on these questionnaires is important as feedback for your team on its consulting efforts.

1. What were your expectations for the consultation sessions?

2. How did you feel about the whole experience?

Very Disappointed							Very Pleased

What did or did not happen to make you feel this way?

3. Please mark one box in each line below.

Consultation Sessions Were:

a. Much Help							Little Help to Me
b. Open, Frank							Cautious, Closed, Reserved

Competence of Consultants:

c. Generally Incompetent in Areas Where Help Was Needed							Generally Competent in Areas Where Help Was Needed
d. Consultants Worked Well as a Team							Consultants Did Not Work Well as a Team

4. List two or three things the consultants did that gave you THE MOST help:

   a.

   b.

   c.

5. List two or three things the consultants did that gave you THE LEAST help:

   a.

   b.

   c.

6. If you can, list something you intend to do differently because of this session:

Do you believe there is a need in the educational community for educators with group process consulting abilities?

(Check One)

_____Definitely strong need

_____Probably some need

_____Probably not much need

_____Definitely no need

_____No opinion

1. What were your expectations for the consultation sessions?

2. How did you feel about the whole experience?

Very Disappointed	☐ ☐ ☐ ☐ ☐ ☐	Very Pleased

What did or did not happen to make you feel this way?

3. Please mark one box in each line below.

Consultation Sessions Were:

a. Much Help	☐ ☐ ☐ ☐ ☐ ☐	Little Help to Me
b. Open, Frank	☐ ☐ ☐ ☐ ☐ ☐	Cautious, Closed, Reserved

Competence of Consultants:

c. Generally Incompetent in Areas Where Help Was Needed	☐ ☐ ☐ ☐ ☐ ☐	Generally Competent in Areas Where Help Was Needed
d. Consultants Worked Well as a Team	☐ ☐ ☐ ☐ ☐ ☐	Consultants Did Not Work Well as a Team

4. List two or three things the consultants did that gave you THE MOST help:

   a.

   b.

   c.

5. List two or three things the consultants did that gave you THE LEAST help:

   a.

   b.

   c.

6. If you can, list something you intend to do differently because of this session:

Do you believe there is a need in the educational community for educators with group process consulting abilities?

(Check One)

_____Definitely strong need

_____Probably some need

_____Probably not much need

_____Definitely no need

_____No opinion

1. What were your expectations for the consultation sessions?

2. How did you feel about the whole experience?

Very Disappointed							Very Pleased

What did or did not happen to make you feel this way?

3. Please mark one box in each line below.

Consultation Sessions Were:

a. Much Help							Little Help to Me
b. Open, Frank							Cautious, Closed, Reserved

Competence of Consultants:

c. Generally Incompetent in Areas Where Help Was Needed							Generally Competent in Areas Where Help Was Needed
d. Consultants Worked Well as a Team							Consultants Did Not Work Well as a Team

4. List two or three things the consultants did that gave you THE MOST help:

   a.

   b.

   c.

5. List two or three things the consultants did that gave you THE LEAST help:

   a.

   b.

   c.

6. If you can, list something you intend to do differently because of this session:

Do you believe there is a need in the educational community for educators with group process consulting abilities?

(Check One)

_____Definitely strong need

_____Probably some need

_____Probably not much need

_____Definitely no need

_____No opinion

INSTRUCTIONAL STRATEGY
SESSION 7: CONSULTING WITH THE CLIENT SYSTEM

Guidelines follow for meetings with consultants during the three days of practicum in PETC-II.

A. Set Up Meetings With Consultants

Request that the teams make an appointment with Senior Trainers. Provide on newsprint an appointment chart for the three days of work with client systems.

One hour appointments have been found satisfactory. The appointments have two purposes: a) to satisfy the training requirement to inquire about application of matrices and to coach the trainees as needed, and b) to satisfy the need a team may have to ask for help from the Senior Trainers about problems, issues, resources, etc.

The first appointment should take place after a team has had its first meeting with its client system and has debriefed the meeting.

B. The Significance of Meeting With the Consulting Teams

Experience has shown that these meetings with the consulting teams can be significant. During the meetings the Senior Trainer has an opportunity to model consulting behavior; to provide a teaching function; and to offer coaching help to the teams.

C. Content of Meetings With Consultant Teams

The Senior Trainer will give consideration to the following:

1. Inquiry about the use of the matrices and phases of the consulting relationship; reinforcement of their correct application

2. Inquiry about the team's objectives, assumptions, strategies and outcomes

3. Inquiry about issues consultants are dealing with, differentiating between PETC-II issues related to a temporary relationship and organizational issues related to PETC-III

4. Response to specific help requested by teams

AGENDA FOR SESSION 7: CONSULTING WITH THE CLIENT SYSTEM

Paper 42
Time: 3 days

SYSTEM REQUIREMENTS DURING PRACTICUM CONSULTATION

Purpose: To provide the opportunity for teams to practice their consulting skills with real client systems.

Objectives:

1. Given an assigned client system, each team will meet with it at the times designated to implement plans made.

2. Given announced times for meetings with Senior Staff, teams will meet with staff for debriefings and consultation.

3. Given Paper 35, each team will keep detailed records of their plans and their actual activities.

4. Given the availability of Senior Staff during the day, teams will initiate contact for consultation if needed.

INSTRUCTIONAL STRATEGY
SESSION 8: EVALUATION OF CONSULTING EXPERIENCE

Time: 6 to 8 hrs*

Time	Steps	Materials	Directions
5	1. Introduction to the Session	Paper 43 Newsprint of steps	1. Ask participants to read Paper 43. Present steps on newsprint and reinforce objectives as needed.
60 to 90	2. Assessment of matrices utilization	Paper 44	2. Review instructions carefully on Paper 44, Assessment of Matrices Utilization. Ask individuals to work alone and to fill it out. Direct participants to share their ratings in their teams, discuss and account for any differences. Extend time to 90 minutes if needed.
90	3. Team analysis of consulting experience	Paper 45 Tape recorders Cassettes	3. Review the instructions on Paper 45, Team Analysis of Consulting Experience. Elaborate as needed. Allow 15 minutes for this presentation of instructions. Distribute a cassette and a tape recorder to each team.
5 hrs	4. Evaluation of another team's analysis	Paper 46**	4. Refer to Paper 46, Evaluating and Discussing Another Team's Analysis. Review instructions step by step. Explain and clarify as needed. Emphasize that each team is responsible for managing a 60-minute discussion for sharing in Paper 46, Part B, Step 2. Keep time. Monitor carefully the procedures called for. Be sure each step is completed.

* All times approximate

**The Exercise on Paper 46 assumes the presence of an even number of teams.

AGENDA FOR SESSION 8: EVALUATION OF CONSULTING EXPERIENCE

Paper 43
Time: 6 to 8 hrs

Purpose: To provide the opportunity for consultant teams to evaluate their practicum consulting experience.

Objectives:

1. Given an instrument for assessment of matrices utilization, participants will check each category in the six dimensions of the matrices to indicate extent to which each category was used in the consulting experience.

2. Given a set of instructions for teamwork and guidelines for analysis of consultation experience, consultant teams will tape record their analysis using all data collected on planning sheets, diaries and questionnaires.

3. Given a set of instructions for teamwork and a statement of the objectives of PETC-II training, teams will exchange recorded analyses of their own consulting experience and evaluate the taped analysis of another team by applying all criteria.

Steps:

1. Introduction to Session

2. Assessment of matrices utilization

3. Team analysis of consulting experience

4. Evaluation of another team's analysis

During the events just concluded, your team utilized some of the categories in each dimension on the two matrices. To what extent did your team use each category in each dimension for getting ready to work with your client system? Keep in mind that you were not expected to use all the categories.

Work alone quickly to complete Paper 44; recall what actually happened during the consultative meetings. Refer to your team record as you wish.

Rate each category in each dimension, 0 indicating a category not used at all; 5 indicating a category used almost all the time. Circle the appropriate number for each item on the rating sheets.

The next activity will begin with the sharing of these ratings. You will discuss the ratings in your team and try to account for any differences; please do not try to reconcile them.

> NOTE: First, work alone, quickly.
> Then concentrate your team discussion on the differences in your ratings.

As you rate the categories in each dimension you may want to review their descriptions in Paper 9. Remember, 0 indicates a category not used at all; 5 indicates a category used all the time.

DIFFERENTIAL DIAGNOSTIC MATRIX

Levels of Human Systems		Functions of Systems		Operational Characteristics	
1. Individual	0 1 2 3 4 5	1. Managing	0 1 2 3 4 5	1. Membership	0 1 2 3 4 5
2. Dyad	0 1 2 3 4 5	2. Planning	0 1 2 3 4 5	2. Influence	0 1 2 3 4 5
3. Group	0 1 2 3 4 5	3. Legitimizing	0 1 2 3 4 5	3. Feelings	0 1 2 3 4 5
4. Organization	0 1 2 3 4 5	4. Inventing	0 1 2 3 4 5	4. Roles	0 1 2 3 4 5
5. Community	0 1 2 3 4 5	5. Evaluating	0 1 2 3 4 5	5. Communications	0 1 2 3 4 5
6. Society	0 1 2 3 4 5	6. Valuing	0 1 2 3 4 5	6. Values	0 1 2 3 4 5
		7. Storing	0 1 2 3 4 5	7. Goals	0 1 2 3 4 5
		8. Retrieving	0 1 2 3 4 5	8. Means	0 1 2 3 4 5
		9. Diagnosing	0 1 2 3 4 5	9. Skills	0 1 2 3 4 5
		10. Assessing	0 1 2 3 4 5	10. Material Resources	0 1 2 3 4 5
		11. Producing	0 1 2 3 4 5	11. Energy	0 1 2 3 4 5
		12. Deciding	0 1 2 3 4 5	12. Perception	0 1 2 3 4 5
		13. Reporting	0 1 2 3 4 5	13. Interdependence	0 1 2 3 4 5
		14. Validating	0 1 2 3 4 5	14. Individual Differences	0 1 2 3 4 5
				15. Productivity	0 1 2 3 4 5
				16. Boundaries	0 1 2 3 4 5

As you rate the categories in each dimension you may want to review their descriptions in Paper 9. Remember, 0 indicates a category not used at all; 5 indicates a category used all the time.

DIFFERENTIAL INTERVENTION MATRIX

Processes for Designing Interventions		Examples of Intervention Strategies and Techniques		Possible Consultant Roles	
1. Identify Concern	0 1 2 3 4 5	1. Skills Training	0 1 2 3 4 5	1. Expert	0 1 2 3 4 5
2. Diagnose Situation	0 1 2 3 4 5	2. Training Workshop	0 1 2 3 4 5	2. Instructor	0 1 2 3 4 5
3. Gather Data	0 1 2 3 4 5	3. Programmed Instruction	0 1 2 3 4 5	3. Trainer	0 1 2 3 4 5
4. Consider Action Alternative	0 1 2 3 4 5	4. Role Playing	0 1 2 3 4 5	4. Retriever	0 1 2 3 4 5
5. Retrieve Resources	0 1 2 3 4 5	5. Simulation and Gaming	0 1 2 3 4 5	5. Referrer	0 1 2 3 4 5
6. Try Action Plan	0 1 2 3 4 5	6. Confrontation	0 1 2 3 4 5	6. Linker	0 1 2 3 4 5
7. Determine and Maintain Improvement	0 1 2 3 4 5	7. Referral	0 1 2 3 4 5	7. Demonstrator	0 1 2 3 4 5
		8. Demonstration	0 1 2 3 4 5	8. Modeler	0 1 2 3 4 5
		9. Process Observation	0 1 2 3 4 5	9. Advocate	0 1 2 3 4 5
		10. Data Feedback	0 1 2 3 4 5	10. Confronter	0 1 2 3 4 5
		11. Action Research	0 1 2 3 4 5	11. Counselor	0 1 2 3 4 5
		12. Improving Communications	0 1 2 3 4 5	12. Advisor	0 1 2 3 4 5
		13. Logical Analysis	0 1 2 3 4 5	13. Observer	0 1 2 3 4 5
		14. Value Exploration	0 1 2 3 4 5	14. Data Collector	0 1 2 3 4 5
		15. Negotiation	0 1 2 3 4 5	15. Analyzer	0 1 2 3 4 5
		16. Problem Solving	0 1 2 3 4 5	16. Diagnostician	0 1 2 3 4 5
		17. Plan Making	0 1 2 3 4 5	17. Designer	0 1 2 3 4 5
		18. Multiple Entry	0 1 2 3 4 5	18. Manager	0 1 2 3 4 5
				19. Evaluator	0 1 2 3 4 5

TEAM ANALYSIS OF CONSULTING EXPERIENCE

Paper 45

Use the tape recorder and cassette provided to make a team record of your team analysis of your consulting experience. Follow the procedure listed below.

1. Spend 15 to 20 minutes *alone* organizing your thoughts and recalling your experience.
   a. Consider everything you discussed and wrote during your planning sessions
   b. Review your planning sheets
   c. Compare what you planned for each meeting with what you actually did during the consultation
   d. Consider the data feedback you collected from your client
   e. Determine and indicate where, when and why the matrices were used by your team

2. *As a team*, use 30 minutes to organize your work and get ready for recording your team analysis. You will be expected to describe the client system, the situation and the problem. During your recording time in Step 3, describe what you actually did, whether you planned it or not.

   Plan to indicate how you used the diagnostic and intervention matrices and the phases of the consulting relationship to arrive at your plan. Include the goals and assumptions that formed the bases for strategies and techniques.

   Indicate what function or functions you intended to provide and/or strengthen toward achievement of your client's goal. How successful do you think you were and what evidence do you have for your perception?

   What did you do about organizational issues you identified, if any? What insights did you gain about what consulting is and what a consultant does?

3. When you feel you are ready to begin recording, check with your team--if they agree, turn on the tape recorder and begin your team discussion for 30 minutes. Your tape will be exchanged with another for analysis. Do not use more than 30 minutes for recording.

   Be sure you conduct a candid, unrehearsed discussion. Try to make it an honest, here-and-now exchange with your team members.

   Label your tape with your team members' names, Session 8 and the date.

   You may wish to keep the following agenda before you to guide your discussion.

AGENDA

Brief description: client, situation, problem
Your goals and assumptions as consultants about your client
Your basic strategies and techniques
What you actually did
Your method of dealing with organization issues, if any
Your team evaluation of your intervention; its successes and failures

EVALUATING AND DISCUSSING
ANOTHER TEAM'S ANALYSIS

Paper 46

2 hrs 30 min Part A: Evaluate the Analysis of Another Team

1. Exchange tapes and copies of Paper 35 with another team.

2. Evaluate the other team's work on the basis of the following questions:

   a. Did the team achieve what they set out to achieve? What evidence do you find in the team's report?

   b. What use did the team make of the matrices?

   c. From your perspective, how accurate was their use of the matrices?

   d. What evidence do you find that they were attempting to add and/or strengthen a function?

   e. What underlying thoughts and feelings of the team members do you detect?

   f. List other issues, including discrepancies between what the team is saying now on the tape and what they wrote on Paper 35.

3. Write a summary of your evaluation on newsprint and prepare to report to the other team.

2 hrs Part B: Discuss Your Evaluation With the Other Team

1. Meet with the other team.

2. Determine which team will present their evaluation first.

3. Manage a 60-minute discussion during which your team's evaluation of the other team's analysis can be shared and discussed.

4. Repeat Step 3 with the other team taking their team to manage a discussion of their evaluation.

INSTRUCTIONAL STRATEGY
SESSION 9: INTEGRATING LEARNINGS, PART I

Time: 6 hrs 30 min*

Time	Steps	Materials	Directions
10	1. Introduction to the Session	Paper 47 Newsprint of steps	1. Ask participants to read Paper 47. Present steps on newsprint and reinforce objectives as needed.
5	2. Introduction to information retrieval activities	Paper 48 Newsprint Art materials Paper 49 Chart of guidelines Books	2. Read Paper 48, Information Retrieval with trainees. Take time to read carefully and to elaborate. Review on newsprint the sequence of steps to be followed with the time allocations. Announce that you will call time. See the Instructional Supplement for information on the use of Paper 49.
30	3. Depict yourself as a consultant		3. Ask them to begin the exercise and encourage everyone to remain silent during the drawing of pictures to ensure opportunity for reflection about self as consultant. Allow 30 minutes.
45	4. Share your picture		4. Form groups of 3 or 4. Ask participants to share their pictures for 45 minutes.
2 hrs	5. Conduct a literature search		5. Review Step 3 of Paper 48. Direct participants to begin the literature search. Announce that this step will last 2 hours.
2 to 3 hrs	6. Share your findings	Paper 48	6. Ask trainees to return to their groups and share their findings.

*All times approximate

STEP 2: The books listed on Paper 49, List of Resources, should be available during Session 9 for the participants' use in conducting a literature search. It will be necessary to have two or three copies of most of the volumes listed.

PETC-II Senior Trainers need to review this list continually in order to update the resources. Every year new books are published in the field of consultation and organizational theory which should be considered as resources either as additions or to take the place of some of those listed.

Guidelines for including resources in this list include:

1. Consistent with the scope of consultation delineated in PETC-II

2. Elaborate and enlarges on the dimensions of the consultant role

3. Increases the scope of considerations of values and ideology of the consultant

AGENDA FOR SESSION 9: INTEGRATING LEARNINGS, PART I

Paper 47
Time: 6 hrs 30 min

Purpose: To provide the opportunity for participants to retrieve relevant theoretical information about self as consultant.

Objective: Given instructions for a reflective exercise using art materials, participants will reflect and express their reactions to the topic "How I See Myself as a Consultant."

Given a set of instructions for individual and group work plus selected resource materials on consultation, individuals and groups will examine resources, identify relevant theoretical information and present findings for reactions and clarification in small group discussions.

Steps:

1. Introduction to the Session
2. Expression of "How I See Myself as a Consultant"
3. Small group sharing
4. Literature search
5. Small group sharing

The assignment that follows will serve as the source of data for exercises in Sessions 9 and 10. In both sessions the exercise will be a search. In Session 9 the search will focus on cognitive aspects of the consultant role, in Session 10 the search will be directed toward the affective and value directions of the consultant as a person.

ASSIGNMENT

30 Min

1. Take newsprint and crayons and find a suitable place to draw--table, chair, floor.

   Draw a picture depicting yourself as a consultant. Include in this picture two parts of yourself:

   a. What I Know or Need to Know About Being a Consultant

   b. What I Feel and Value About Being a Consultant

   These aspects may overlap, but do it in such a way that the two parts are distinct.

   You may want to call it "a split picture" or "a two-dimensional picture" or "two aspects of a consultant."

   THE TOPIC IS: "How I See Myself as a Consultant"

   a. What I Know or Need to Know About Being a Consultant

   b. What I Feel and Value About Being a Consultant

30-45 Min

2. Share your picture in a small group of 3 or 4 persons. Identify the dimensions in your picture and help others identify theirs. This group sharing provides you with two opportunities:

   a. To ask for feedback on how others view and receive you as a consultant

   b. To practice various facilitative roles listed on the intervention matrix other than those which are part of your own style

2 Hrs

3. Conduct a Literature Search

First: Take a few minutes to write a summary of all the aspects, dimensions, ideas you shared about your picture:

a. What I Know or Need to Know About Being a Consultant

b. What I Feel and Value About Being a Consultant (The search for this aspect will take place in Session 10.)

Second: Concentrate on a literature search for ideas, theories, quotes based on the items you identified under a. above.

You will find a collection of books, pamphlets, reprints in places designated by the Senior Trainer.

Work alone for the next 2 hours searching through the literature and retrieving whatever may be relevant and appropriate to your concerns. Collect your findings and prepare a report to the small group with whom you shared your picture. Your report should include the items of concern, what you have found on them and any new insights or meanings you have acquired.

In presenting the report, avoid merely listing ideas or lecturing. Get the group to talk with you. Decide how you want to involve others in receiving your report.

2-3 Hrs

4. Share your findings in the same small group. Allow 30 to 45 minutes for each individual to report and for discussion of his report.

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Bennis, W., K. Benne and R. Chin. *The Planning of Change.* New York: Holt, Rinehart, and Winston, 1969, Second Edition.

Bradford, L.P., editor. *Group Development.* Washington, D.C.: NTL Learning Resources, 1961.

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Carlson, R., A. Gallagher, Jr., M. Miles, R. Pellegrin and E. Rogers. *Change Processes in the Public Schools.* Eugene: Center for the Advanced Study of Educational Administration, University of Oregon, 1965.

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Eddy, W.G., W.W. Burke, V.A. Dupre and O. South, editors. *Behavioral Science and the Manager's Role.* Selected Readings, Series Nine. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1969.

Fox, R.S., R. Schmuck, E. Van Egmond, M. Ritvo and C. Jung. *Diagnosing Professional Climate of Schools.* Washington, D.C.: NTL Learning Resources, 1973.

Fordyce, J. K. and R. Weil. *Managing With People.* Reading, Massachusetts: Addison-Wesley, 1971.

Gibb, J. and R. Lippitt, issue editors. "Consulting with Groups and Organization." *The Journal of Social Issues.* 15 (2): 1-79; 1959.

Havelock, R. *The Change Agent's Guide to Innovation in Education.* Englewood Cliffs, New Jersey: Educational Technology, 1973.

Koberg, D. and J. Bagnall. *The Universal Traveler.* Los Altos, California: William Kaufmann, 1974.

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Schmuck, R.A. and P.A. Schmuck. *Group Processes in the Classroom.* Dubuque, Iowa: Brown, 1971.

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Toffler, A. *Future Shock.* New York: Random House, 1970.

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Watson, W., editor. *Concepts for Social Change.* Washington, D.C.: NTL Learning Resources, 1967.

Weschler, I. and E. Schein, editors. *Issues in Human Relations Training.* Washington, D.C.: NTL Learning Resources, 1962.

Witts, S.; L. Schaible; M. Chesler; B. Bryant and J. Crowfoot. *Resources for School Change: II.* Ann Arbor: University of Michigan, 1972.

INSTRUCTIONAL STRATEGY
SESSION 10: INTEGRATING LEARNINGS, PART II

Time: 5 hrs 15 min*

Time	Steps	Materials	Directions
5	1. Introduction to the Session	Paper 50 Newsprint of steps	1. Ask participants to read Paper 50. Present steps on newsprint and reinforce objectives as needed.
2 hrs	2. Consultation on personal growth	Paper 51 Paper 20 Pictures of self as consultant Chart	2. Review Paper 51 with participants, reinforcing and clarifying the assignment as needed. Post the newsprint chart with trainees' names for interview appointments. (See instructional supplement for sample.)
30	3. Summarize learnings about consulting		3. Ask trainees to form pairs. Tell them to take 30 minutes to talk about these questions: What is consulting? What does a consultant do? Why do I want to be a consultant? Say that during the discussion the pairs should identify new insights and any changed perceptions they now have about the questions.
40	4. Planning how to use consulting skills	Paper 52	4. Review Paper 52 with the trainees. Reinforce the rationale for the exercise. Announce that this part of the exercise will take 45 minutes and will be followed by an opportunity to share with 1 or 2 others in the group.
2 hrs	5. Share and clarify plans		5. Ask trainees to form groups of 4 to share the work they have just completed, and to help each other clarify their predictions and plans.

*All times approximate

Time	Steps	Materials	Directions
	5. (Continued)		Tell them to focus the discussion on ways in which they will continue to use the PETC-II skills they have learned. Say that when they are satisfied they have finished this work, the training is over and they mas dismiss themselves.

STEP 2: Provide an interview appointment chart for use in Procedure 4 of Paper 51. The chart should include the names of everyone in the workshop and 15-minute time periods. A sample is shown below.

	9:45	10:00	10:15	10:30	10:45	11:00
Addie		W.B.				
Norm		A.C.				
Bob				T.R.		
Dolly						
Tommie				X		
Paul						
Walt		X				
Don						
Al		X				
Myrna						
Gary						

Remind participants that <u>two</u> marks are needed on the chart for each interview. Place an X opposite the name of the person seeking the interview and his initials opposite the name of the respondent.

Tell them that the chart is intended as a mechanism for negotiating appointments. The schedule should also help ensure that all interviews have an opportunity to take place.

AGENDA FOR SESSION 10: INTEGRATING LEARNINGS, PART II

Paper 50
Time: 5 hrs 15 min

Purpose:

To provide an opportunity for evaluation of growth as consultants and to get feedback from other participants.

To provide an opportunity to make plans for utilizing PETC-II skills in backhome settings.

Objectives:

1. Given Paper 20, Personal Growth Inventory, and given information gained from Session 9, participants will:

   a. Review Paper 20 and reflect on the work done in Session 9

   b. Make any changes indicated

   c. Determine those factors affecting the achievement of their personal improvement goals

   d. Share with at least two others to get feedback

2. Given a set of instructions, participants will identify a situation in their backhome setting in which an opportunity to utilize consulting skills may arise. They will make predictions about how they might respond.

Steps:

1. Introduction to Session
2. Consultation on personal growth
3. Summarize learnings about consulting
4. Planning how to use consulting skills
5. Share and clarify plans

In this exercise you will continue the exploration you started in Session 9. During these two hours you will have an opportunity to explore the part of your picture which symbolizes your feelings and your values about yourself as a consultant. Part of the exercise is a review of Paper 20, Personal Growth Inventory.

Minutes	Procedures For Continuing Your Exploration
30 to 45	1. Review the list you wrote for Question B in Paper 48, Step 3. Make additions, revisions or deletions as appropriate in light of your other work in Session 9
	2. Review Papers 20, 21 and 23; make any changes you wish in light of all subsequent events since Session 3
	3. Turn to the last page of Paper 20 and complete the inventory as indicated
75	4. Interview at least two other persons to collect data which may assist you in making personal growth decisions in the light of what you have discovered about yourself
	a. Plan your interview to last about 15 minutes. Decide what your interview will be about. You may want to jot down the questions you will ask or the subjects you want to cover.
	b. Decide who you want to interview. Persons who want to interview you may or may not be the persons you want to interview about yourself.
	c. Fill in the appointment chart prepared by the trainer. Place an X opposite your name in one of the time periods. Write your initials in the same time period opposite the name of the person you wish to interview so others will not preempt that time.

Rationale For This Exercise

In many respects this exercise is hypothetical. You may never experience exactly the situation which you write here. We think, however, the exercise is valuable for these reasons:

1. Doing the predicting asked for is one way to integrate your learnings from PETC-II

2. Hypothesizing and predicting what you might do in a situation known to you may increase the possibilities that you will use your consulting skills in that situation

3. Sharing your plans with other trainees may help you sharpen your thinking about the situation you identify

4. Fantasizing about other relationships and your PETC-II skills in your own situation may prove to be useful

Procedures For The Exercise

1. Identify a situation in your regular place of work in which you predict you will have an opportunity to use your PETC-II skills. Describe it briefly. Write no more than two or three sentences, if possible.

2. Make some predictions about the circumstances under which the opportunity to use your skills will arise. Jot down some key words to the following questions:

   a. Who do you predict will give you your chance?

   _____

   _____

   _____

   _____

   b. In what form do you predict your opportunity will come?

   Direct request? _____
   Indirect request? _____
   During a meeting with other agenda? _____
   Outside a meeting? _____
   Before, after, during a break? _____

c. List other circumstances under which you may have the opportunity to use what you have been learning in PETC-II.

3. Write down some forces that you predict will work for and some forces you predict will work against your taking advantage of consulting opportunities in the situation you have identified.

Goal: To take advantage of consulting opportunities in a particular situation (describe situation in one sentence)

Predicted Forces For	Predicted Forces Against

4. Write two or three things you might do to take advantage of consulting opportunities in the situation you identified.

1.

2.

3.